

SWISS
INTERNATIONAL
SCIENTIFIC SCHOOL
— D U B A I —

SISD Assessment Policy

Version 3 | 23rd March 2021

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Whole School Assessment

ASSESSMENT - POLICY STATEMENT

The Swiss International Scientific School in Dubai (SISD) commits wholeheartedly to the values of the International Baccalaureate (IB) Learner Profile. Of particular relevance in the context of assessment is how tasks are constructed, conducted and communicated.

AIMS OF THIS POLICY

- To underpin school values (Excellence, Together)
- To support the monitoring of progress of student learning and attainment
- To communicate the IB model of criterion-related assessment for the Primary Years Program (PYP), the Middle Years Programme (MYP), Careers-related Programme (CP) and the Diploma Programme (DP)
- To communicate models of assessment for Arabic and Islamic Studies
- To help all stakeholders understand school procedures for assessing, recording and reporting
- To prepare students for the rigours of assessment tasks and expectations

As an IB Continuum School, SISD adopts whole school continuum practices to enhance coherence between programmes.

CRITERION-RELATED ASSESMENT

All five academic programmes (PYP, MYP, Swiss Matura, DP and CP) use criterion-related assessment. All summative assessment tasks are graded using IB published (where relevant) or school-based criteria with which performance is reported. Where students follow an ASDAN programme, they will be assessed on a personal learning portfolio using evidence of completion of ASDAN objectives. Percentages are used for Arabic and Islamic Studies.

PERIOD TRACKING USING ASSESSMENT DATA TO INFORM LEARNING AND TEACHING

Teachers consistently track student progress and attainment throughout the year to inform learning and teaching and ensure appropriate challenge and support is provided. The school uses five assessment points in the year with which to monitor students' progression. Points are approximately six weeks apart. These points identify skill sets that have been achieved and skill sets that require further practice.

USE OF EXTERNAL BENCHMARKING TESTS FOR TRIANGULATION

The school uses external assessments to benchmark students in line with UAE National Agenda Parameters. This includes a combination of CAT4 on entering the school and the annual assessments in Maths, English and Science (GL and ACER) in all school sections to inform curriculum adaptation and triangulation of individual starting points.

INDIVIDUAL STARTING POINTS TO MEASURE PROGRESS

The school measures student's progress from individual starting points using a combination of external data (GL CAT 4, Progress Tests, IB Examinations) and student's previous performance (where available). Progress is measured on student attainment at an assessment point from their individual starting point. Students and teachers track a student's progress against these starting points throughout the year. Starting points are reviewed annually to ensure accuracy.

TRANSITIONS BETWEEN SCHOOL SECTIONS

Transitions between Primary and Secondary sections (Phase 1-2-3) use flight paths to establish an initial indicator of student ability to be compared with a new CAT4 assessment. Transitions between the MYP and DP/CP (Phase 3-4) use CAT4 indicators and MYP eAssessment performance to establish starting points for Phase 4.

SUMMATIVE ASSESSMENT FOR CERTIFICATION

Externally verified achievement and certification is available in the Secondary section. Students completing phase 3 undertake the IB MYP eAssessment resulting in the award of the IB MYP Certificate. Students completing phase 4 undertake IB DP or Federal Swiss Matura examinations resulting in the award of the IB Diploma, IB Careers-related Certificate or the Swiss Matura Diploma.

END OF PROGRAMME INDIVIDUAL PROJECTS

At the end of each academic programme (PYP, MYP, DP and CP), students complete an individual or collaborative project. Students complete the PYP Exhibition at the end of the Primary Years Programme, the Personal Project at the end of the Middle Years Programme, the Extended Essay at the end of the Diploma Programme, an individual research project at the end of the Swiss Baccalaureate and the Reflective Project at the end of the Careers-related Programme. These are culminating projects at the end of each programme used to formally assess skills development.

NEXT STEPS FEEDBACK

Teachers provide next steps feedback using both formative and summative assessments, identifying strengths and areas to improve based on the published objectives (where available) and criteria. Next steps feedback may take several forms such as written, oral, self-assessment or peer feedback. Learning conversations with the students form an integral part of this process. Next steps feedback is on-going and students have dedicated time to understand their next steps and put them in place.

STUDENT AND TEACHER REFLECTION ON PROGRESS IN UNITS OF INSTRUCTION

Students are guided to reflect at the end of each academic unit on the unit's inquiry questions, development of ATL skills and the development of their content knowledge and performance. These reflections can take many forms such as oral discussions and written reflective pieces. Teachers reflect before a new unit, during a unit and at the end of each unit on student progress and engagement to adapt the content and pace of units to the needs of students and adapt future units based on identified gaps.

CONFERENCES

Parents are updated on student progress three times a year at Parent Conferences. These conferences take place in November, February and May/June. Conferences may take the form of:

- Parent and Teacher
- Student, Parent and Teacher
- Student Led

Starting Points for Measuring Progress

Starting points are informed by the following assessments:

Grade	Math	Science	English	French	German	Arabic	Islamic
Pre K	Phase from internal baseline	Phase from internal baseline	Phase from internal baseline	Phase from internal baseline	Phase from internal baseline		
KG1	Phase from internal baseline	Phase from internal baseline	Phase from internal baseline	Phase from internal baseline	Phase from internal baseline		
KG2	Phase from internal baseline	Phase from internal baseline	Phase from internal baseline	Phase from internal baseline	Phase from internal baseline		
1	Phase from internal baseline	Phase from internal baseline	Phase from internal baseline	Phase from internal baseline	Phase from internal baseline	Internal diagnostic test using ministry standards	Internal diagnostic test using ministry standards
2	Phase attained in PTM	Phase from internal baseline	Phase from internal baseline	Phase from internal baseline	Phase from internal baseline		
3 - CAT4 assessment year	Phase attained in PTM	Phase attained in PTS	Phase attained in PTE	Phase from internal baseline	Phase from internal baseline		
4	Phase attained in PTM	Phase attained in PTS	Phase attained in PTE	Phase from internal baseline	Phase from internal baseline		
5	Phase attained in PTM	Phase attained in PTS	Phase attained in PTE	Phase from internal baseline	Phase from internal baseline		
6 - 10	CAT 4 indicator	CAT 4 indicator	CAT 4 indicator	Phase from internal baseline	Phase from internal baseline		
11 - 12	CAT 4 indicator	CAT 4 indicator	CAT 4 indicator	Phase from internal baseline	Phase from internal baseline		

Starting points are confirmed at the beginning of the academic year and informed by triangulation of external (e.g. GL CAT4, PT Series, Checks, Lernlupe Orientierungstest, Café du FLE, CEFR) and internal data. All teachers review starting points to inform learning and teaching and ensure it is personalized to student needs and next steps. Progress data from starting points is measured according to the framework outlined for each school phase. This is supported with data from progress in lessons and throughout the year.

Progress Rubrics

EARLY AND PRIMARY YEARS (PYP)

In the Early and Primary Years progress is measured by the number of phases a student achieves within the curriculum continuum from their starting point to the end of an academic year.

- Emerging: working phase is maintained or regression occurs
- Expected: 1 phase progress is made
- Exceeding: 2 or more phases progress are made

SECONDARY YEARS (MYP AND DP):

In the Secondary school progress is measured by a 32-point scale in the MYP and 1-7 scale in DP.

MYP:

- Below: less than the individual starting point
- Meeting : maintaining the individual starting point or 3 points higher
- Exceeding: reaching and maintaining 4 points higher

DP:

- Below : below individual starting point as calculated at end of year 10 or CAT4
- Meeting : maintaining the individual starting point grade
- Exceeding: reaching and maintaining a grade higher

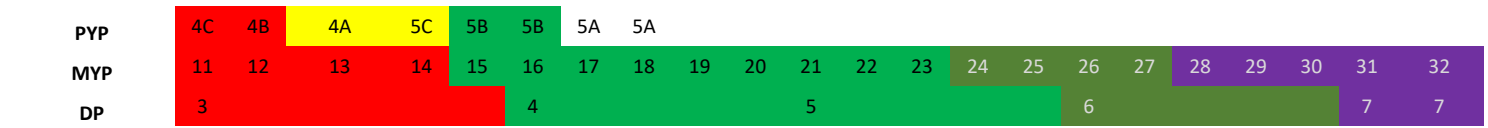
ANALYZING PROGRESS PERFORMANCE:

The following rubric is used to analyze the progress performance of groups and cohorts of students:

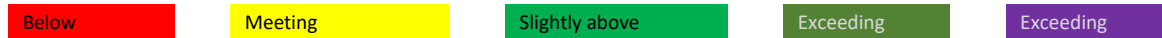
Very Weak	Weak	Acceptable	Good	Very Good	Outstanding
Up to 15% of students are meeting expectations	Less than 75% of students are meeting expectations	75% or more of students are meeting expectations, up to 15% are exceeding.	50-60% of students are exceeding expectations	61-74% of students are exceeding expectations	75 -100% of students are exceeding expectations.

TRANSITION BETWEEN PROGRAMS:

Assessment analysis between programs can be understood using the chart below.



Attainment Measure



At the end of Grade 5 all data is shared and analyzed between the Grade 5 and Grade 6 teachers. When moving into Grade 6 student starting points are calculated using indicators from the CAT 4 assessment and reviewed using end of Grade 5 internal assessment data. At the end of Grade 10 all data is shared between the Grade 10 and Grade 11 teachers. When moving into Grade 11 student starting points are calculated using indicators from the CAT 4 assessment and reviewed using end of MYP exam score and end of year internal assessment data.

Early and Primary Years

PHILOSOPHY

The approach to assessment at SISD engages best assessment practices, encourages students to excel, is sustained over a period of two years, and contributes to togetherness through alignment across the three school sections, Early Years, Primary Years and Secondary School.

We implement the Backwards by Design approach to assessment, learning and teaching.

- Identify desired results
- Determine assessment evidence and criteria
- Identify students personal next steps
- Plan learning experiences and instruction based on desired results and needs of the students

Assessment involves the gathering and analysis of information about student performance to inform next steps for new learning. It identifies what students know, understand, can do and feel at different stages of the learning process. When assessing, we consider the variety of ways that individual students understand, experience and demonstrate learning e.g. preferred learning styles and student agency.

Self-assessment, reflection and student ownership are given importance. All stakeholders including students, parents, teachers, and administrators have a shared responsibility for understanding the purpose of the assessment, what is being assessed, the criteria for success and reasons for the selected method. Both the process and the product of inquiry are evaluated. Records of inquiries initiated by students are maintained, looking for an increase in the substance and depth of student questions.

OBJECTIVE

The purpose of assessment is to provide personalized, holistic feedback on the learning process to inform learning and teaching. Student progress and attainment is tracked over time to ensure personalized learning. Assessment in the curriculum is divided into three areas: assessing, recording and reporting.

- Assessing—how we discover what the students know and have learned.
- Recording—how we choose to collect, analyze and synthesize data.
- Reporting—how we choose to communicate information.

ASSESSING

The assessment process includes prior knowledge, formative and summative assessments.

Prior knowledge demonstrates what students already know and have experienced to establish starting points for inquiry.

Formative assessment provides regular and frequent feedback to inform the next stage in learning. It helps students improve knowledge and understanding, foster enthusiasm for learning and engages thoughtful reflection, capacity for self-assessment and enables students take ownership of the criteria for success.

Summative assessment measures understanding of the essential elements of the IB PYP i.e. knowledge, concepts, approaches to learning, attributes of the learner profile and prompts students towards action. Summative assessment tasks can range to assess several elements simultaneously or independently and is the culmination of the learning process. Each unit of inquiry provides summative assessment tasks, giving the students opportunities to demonstrate what students know, understand and can do.

Multiple qualitative and quantitative data points are considered and inform assessment. These may include but are not limited to:

- Samples of students' work
- Evidence of student thinking
- Documenting process through observation and anecdotal records
- Student reflection
- Self and peer assessment
- Developing rubrics and checklists
- Exemplar work chosen by the student
- Records of test/task results

Core Subject	Assessment Resources and Strategies
Arabic	Written tests on Ministry of Education objectives
Islamic	Written tests on Ministry of Education objectives
English Language Arts	Reading and writing conferences; SISD Reading Strategies; Guided reading observation; Peer and self-reflection and feedback; Quizzes and tests; Letters and Sounds; Reading A-Z; Running Record; Independent Writing/Mark Making
French Language Arts	Reading and writing conferences; SISD Reading Strategies; Guided reading observation; Peer and self-reflection and feedback; Quizzes and tests; Les Alphas; Fluence Running Record; Independent Writing/Mark Making, Café du FLE
German Language Arts	Reading and writing conferences; SISD Reading Strategies; Guided reading observation; Peer and self-reflection and feedback; Quizzes and tests; Kreative Schreibrezepte; ABC der Tiere; Lesebaum; Fördern und Fordern; Kompetenzraster CH; Independent Writing/Mark Making, Lernlupe and Sprachgewandt; Anton, Café du FLE
Science	Skills observation and rubric; Investigations; Online assessments – Kahoot, Socrative, SeeSaw; Sciences de la nature

Mathematics

Self-reflection and goal setting, Mathspace, Khan Academy, Abacus Textbook,
End of concept projects

INTERNAL AND EXTERNAL ASSESSMENT

Internal assessments are designed, administered and moderated against the school’s written curriculum using phased expectations. Internal assessments set students up for success, considering their individual strengths and areas for development. For example, to demonstrate understanding of the same concept, one child may present visually while another presents orally. Approaches to internal assessment involve a variety of tools and strategies.

External assessments are those created by an agency outside of the school and are internationally benchmarked. These assessments are used to support and triangulate internal assessment data and to analyze student and school performance. Parents are provided with a copy of available parent reports for each external assessment.

As part of the UAE National Agenda Parameters, the GL Education Progress Test (PT) Series are used as external assessments for English, Math and Science. These assessments are administered in English and are computer-based, as per the table below. The results from these assessments are used as part of the process to analyze and understand student progress and attainment. The Cognitive Ability Test 4 (CAT4) supports our understanding of student potential across 4 batteries i.e. spatial, verbal, non-verbal and quantitative.

The data gathered from these assessments is available for KHDA to analyze the progress and attainment at SISD under a data consent agreement and is not shared with any other agencies.

GL EDUCATION ASSESSMENT OVERVIEW – MINIMUM REQUIREMENTS FOR 2020-21

Grade	Assessment	When
3	Progress Test in Math, Science and English	Semester 2
4	Progress Test in Math, Science and English	Semester 2
5	Cognitive Ability Test 4 (CAT4)	Semester 1
	Progress Test in Math, Science and English	Semester 2

EXAMPLES OF EXTERNAL ASSESSMENTS FOR FRENCH, GERMAN AND ARABIC

Targeted Grade	Assessment
1	French and German: Cafe du FLE
2	French and German: Cafe du FLE
3	German: Checks French: Café du FLE
4	French: Cafe du FLE German: ; Checks; Lernlupe Arabic A : IBT
5	French: Café du FLE; Lernlupe German: ; Checks; Lernlupe Arabic A: IBT

LANGUAGE PROFICIENCY ASSESSMENTS

The Language Coordinators organise a general Language proficiency assessment for English, French and German annually for students in Primary Years and twice a year in Early Years. These assessments are benchmarked against levels from the Common European Framework of Reference for Languages (CEFR). The results are used by all teachers to understand and track language proficiency and to identify student requirements for challenge and support.

RECORDING ASSESSMENT

We collect and analyze data using a range and balance of strategies and tools. Data is recorded in core subjects at five points in the year.

Strategies are the employed methods for gathering information about a student's learning. Tools are the instruments used to record collected information. The below table describes how strategies and tools work together to support recording assessment.

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

We employ a sophisticated tracker to maintain a dynamic record of individual student progress and attainment. The tracker is a continuum that ensures progress is towards new learning.

METHODS OF ANALYSIS AND SYNTHESIS

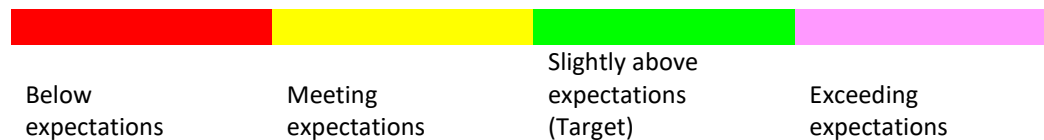
Informal collation and analysis of data is ongoing. Data is formally collated and analyzed by the school leadership and moderated at the beginning of the year and each Semester. This data is collected and stored in the school management system. It is reflected upon together by the teachers and leadership team through learning conversations to inform personalized teaching and learning, and particularly the provision for challenge and support. Data is also used for self-evaluation and school improvement planning against authorizing bodies including Dubai School Inspection Bureau, the International Baccalaureate Organization and Council of International Schools. Below are the guidelines for data analysis and synthesis.

LEARNING CONVERSATIONS

At the beginning of the year and end of Unit 2 and 4 teachers hold a Learning Conversation with a member of the Primary Leadership Team or Heads of Department. In the Early Years, learning conversations occur at the end of Unit 1 and 3 with a member of the Early Years Leadership Team. This ensures moderation, reflection on progress and attainment and the creation of personalized action plans for individuals and groups of students as needed.

PROGRESS AND ATTAINMENT BENCHMARKS

KEY



BEGINNING OF THE YEAR – STUDENT STARTING POINTS:

	E	EC	EB	EA	1C	1B	1A	2C	2B	2A	3C	3B	3A	4C	4B	4A	5C	5B	5A
Pre-K	Yellow	Green																	
KG1	Red	Yellow	Yellow	Green															
KG2	Red	Red	Red	Yellow	Yellow	Green													
GR1	Red	Red	Red	Red	Red	Yellow	Yellow	Green											
GR2	Red	Red	Red	Red	Red	Red	Red	Yellow	Yellow	Green									
GR3	Red	Red	Red	Red	Red	Red	Red	Red	Yellow	Yellow	Green								
GR4	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Yellow	Yellow	Green						
GR5	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Yellow	Yellow	Green				

End of Semester 1: Guidelines must be used for report writing

	E	EC	EB	EA	1C	1B	1A	2C	2B	2A	3C	3B	3A	4C	4B	4A	5C	5B	5A
Pre-K	Yellow	Yellow	Green	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple
KG1	Red	Red	Yellow	Yellow	Green	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple
KG2	Red	Red	Red	Red	Yellow	Yellow	Green	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple
GR1	Red	Red	Red	Red	Red	Red	Yellow	Yellow	Green	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple
GR2	Red	Red	Red	Red	Red	Red	Red	Yellow	Yellow	Green	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple
GR3	Red	Red	Red	Red	Red	Red	Red	Red	Yellow	Yellow	Green	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple
GR4	Red	Red	Red	Red	Red	Red	Red	Red	Red	Yellow	Yellow	Green	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple
GR5	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Yellow	Yellow	Green	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple

END OF YEAR:

	E	EC	EB	EA	1C	1B	1A	2C	2B	2A	3C	3B	3A	4C	4B	4A	5C	5B	5A
Pre-K	Red	Yellow	Yellow	Green	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple
KG1	Red	Red	Red	Yellow	Yellow	Green	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple
KG2	Red	Red	Red	Red	Red	Yellow	Yellow	Green	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple
GR1	Red	Red	Red	Red	Red	Red	Red	Yellow	Yellow	Green	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple
GR2	Red	Red	Red	Red	Red	Red	Red	Red	Yellow	Yellow	Green	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple
GR3	Red	Red	Red	Red	Red	Red	Red	Red	Red	Yellow	Yellow	Green	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple
GR4	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Yellow	Yellow	Green	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple
GR5	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	Yellow	Yellow	Green	Light Purple	Light Purple	Light Purple	Light Purple	Light Purple

Percentages used in Arabic and Islamic Studies

In Arabic and Islamic studies, percentages are calculated from formative and summative assessment tasks. Percentages indicate the amount of skills attained as outlined by the Ministry of Education.

Below expectations	Meeting expectations	Exceeding expectations
0-59%	60-79%	80-100%

	Failing	Passing	Acceptable	Good	Very Good	Excellent
GR1 – GR9	0-49	50-59	60-69	70-79	80-89	90-100
GR10 – GR12	0-59		60-69	70-79	80-89	90-100

Analyzing Attainment

Very Weak	Weak	Acceptable	Good	Very Good	Outstanding
Up to 15% of students are meeting expectations	Less than 75% of students are meeting expectations	75% or more of students are meeting expectations, up to 15% are exceeding.	50-60% of students are exceeding expectations	61-74% of students are exceeding expectations	75 -100% of students are exceeding expectations.

Measuring Student Progress Internally: From starting point to the end of the academic year

Below Expectations	Meeting Expectations	Slightly above Expectations (Target)	Exceeding Expectations
0 phases progress	1 phase progress	2 phase progress	3 or more phases progress

Arabic and Islamic Studies

Below Expectations	Meeting Expectations	Exceeding Expectations
Percentage attained regressed	Percentage attained maintained	Percentage attained increased

METHODS OF REPORTING:

Assessment, recording and analysis of what students know, understand and can do is reported. Reporting describes the progress of the student's learning and identifies areas for growth. We provide clear information that is useful to students and parents through:

- Report cards
- Conferences
- Sharing to parents events
- Student digital portfolios
- External assessment reports
- Student journals

Reporting to parents happens for each unit of inquiry with the following cycle :

PreKG - KG2

Unit	Dates	Internal Reporting	External Reporting
1	September - November	Parent Teacher Conferences	Baseline report
2	November - February	3 Way Conferences Semester 1 Report	
3	February - May	Sharing to parents Student Led Conference	
4	May - July	Semester 2 Report	

Grade 1-5

Unit	Dates	Internal Reporting	External Reporting
1	September - October	Starting Points Report Card	Grade 3 CAT4 Report Grade 1 CAT4 Report
2	October - December	3 Way Conferences Sharing to Parents	
3	January - March	Semester 1 Report Card Parent Teacher Conferences	
4	March - May	Student Led Conferences	
5	May - July	End of Year Report Card	Grade 1 PTM Report Grade 2-5 PTM, PTE and PTS Report

The Semester 1 and End of Year report cards include details of attainment and progress within:

Learner Profile and ATL: Social and emotional development, within the context of the IB Learner Profile and Moral Education and skills development within the context of the PYP Approaches to Learning.

Unit of Inquiry (Early Years)

The five essential elements of the Primary Years Programme including acquisition of knowledge, understanding of concepts, mastering of skills, developing of attitudes, the decision to take action, and learning of UAE Social Studies

Subjects

For each subject there are two separate comments:

- Areas of strength
- Next steps for learning

Progress and attainment are recorded using phases and descriptors and percentages for Arabic and Islamic Studies. Phases indicate where a student is learning on the curriculum continuum at the time of the report. Descriptors indicate how the student is performing in relation to curriculum expectations. The descriptors are:

- Emerging – working towards expectations for their age
- Expected – meeting expectations for their age
- Exceeding – exceeding expectations for their age

STUDENT DIGITAL PORTFOLIOS

As an IBYP school SISD has a responsibility to document evidence of student progress, learning and achievement over time. The student portfolio is a record of student involvement in learning which is designed to demonstrate success, growth, higher order thinking, creativity, assessment strategies and reflection. SeeSaw is used as the platform for student portfolios. Teachers are expected to use a range of media and methods, this may include: videos, audio, photographs, graphic representations etc.

SEESAW EXPECTATIONS

- Posts are organized into folders per subject for each student.
- High quality work, reflections, demonstrations chosen by the student
- Minimum of 1 post per subject, per unit
- Maximum of 3 posts per subject, per unit

Subjects include:

- Language(s)
- Math
- Social Studies
- Science
- Personal, Social and Moral Education, Learner Profile
- Art
- Music
- P.E.
- Arabic
- Islamic Studies

All posts include a learning statement. This can be an objective, skill and/or IB Learner Profile:

- I am learning to...
- I can...
- I am confident with...

Students use conference time to reflect with their portfolio and progress across the year.

PRIMARY AND EARLY YEARS ASSESSMENT FOR LEARNING (AFL) RECORD

All teachers are expected to maintain a record of how they are using assessment for learning in their class or subject. This is documentation and evidence of assessment and information used to analyze progress and attainment, ultimately informing personalized learning.

AfL records in the bilingual program are developed and contributed to collaboratively and should represent both languages of instruction. There should be 1 AfL record per class. Teachers keep all student assessments in a separate file and use the AfL record to provide samples. The AfL record is a vital part of the yearly transition process and handover to teachers.

Expectations:

CLASSROOM TEACHERS

- Cover page with school mission and core values
- Program of Inquiry
- Annotated collaborative planners
- Class list with details of:
 - Inclusion register
 - Language profile
 - Language support – ELS, FLS, GLS
 - Nationality
 - Islamic A/B status
 - Arabic A/B or exempt status
- Pupil Passports for those students who are on the inclusion register
- External assessment data: PTE, PTM, PTS, CAT 4
- Learning Conversations and evidence of action plans
- Anecdotal notes from observations including records of Learner Profile observations
- Samples of assessment throughout the year to include:

MATH: pre and post assessment for students who are emerging, expected and exceeding. This can be pictures, tests, projects, student work etc.

LANGUAGE ARTS, for all languages of instruction: writing per text type for students who are emerging, expected and exceeding. A record of student reading levels.

SCIENCE: pre and post assessment for students who are emerging, expected and exceeding. This can be pictures, tests, projects, student work etc.

SOCIAL STUDIES: Completed Summative Assessment tool for students who are emerging, expected and exceeding.

PSE and Moral Education: Anecdotal records and observations of personal and social development for at least 3 students.

SPECIALIST TEACHERS

Specialist Teachers should keep one AfL record to collate assessment for all ages and stages.

- Cover page with school mission and core values
- Program of Inquiry for grades taught
- Annotated PYP Unit Planner for all standalone units
- Class lists with details of:
 - Inclusion register
 - Language profile
 - Language support – ELS, FLS, GLS
 - Nationality
 - Islamic A/B status
 - Arabic A/B or exempt status
- Pupil Passports for those students on the inclusion register
- Record of tracking and assessment data for all classes taught
- Examples of assessment throughout the year to include:
 - Samples of pre and post assessments for students who are emerging, expected and exceeding. This can be pictures, tests, projects, student work etc. according to the subject being taught.
 - Samples of anecdotal records observing progress in PYP Attitudes and Transdisciplinary skills

FEEDBACK EXPECTATIONS

PRE-KG

Language Arts	Unit of inquiry
<u>Feedback:</u> Verbal	<u>Feedback:</u> Verbal Highlight learner profile Green for strength, yellow for next step

KG1

Language Arts	Unit of inquiry/Math
<u>Feedback:</u> Pencil for writing Green for strength, yellow for next step	<u>Feedback:</u> Science: Color code the objective green for strength, yellow for next step Highlight learner profile Green for strength, yellow for next step Feedback symbols for Math and highlight objective: Green for strength, yellow for next step

KG2

Language Arts	Math	Unit of Inquiry
<u>Feedback:</u> Pencil for writing Green for strength, yellow for next step	<u>Feedback:</u> Feedback symbols for Math and highlight objective: Green for strength, yellow for next step	<u>Feedback:</u> Science objective to include: teacher support, group or independent key. Green for strength, yellow for next step Highlight learner profile Green for strength, yellow for next step

Grade 1-2

Language Arts	Math	Unit of Inquiry
<p><u>Feedback:</u> Feedback symbols for writing and text type checklist: Green for strength, yellow for next step Student friendly comment on work: - Strength Next step/ reflection / question</p>	<p><u>Feedback:</u> Feedback symbols for Math and highlight objective: Green for strength, yellow for next step Student friendly comment on work: - Strength - Next step/reflection question Personal comment and use symbols for reflection</p>	<p><u>Feedback:</u> Science objective to include: teacher support, group or independent key. Highlight the science objective with green for strength, yellow for next step Student friendly comment on work: - Strength - Next step/reflection question</p>

Grade 3-5

Language Arts	Math	Unit of Inquiry
<p><u>Feedback:</u> Feedback symbols for writing and text type checklist: Green for strength, yellow for next step Student friendly comment on work: - Strength Next step/reflection / question</p>	<p><u>Feedback:</u> Math and highlight objective: Green for strength, yellow for next step Student friendly comment on work: - Strength - Next step/reflection question</p>	<p><u>Feedback:</u> Science objective to include: teacher support, group or independent key. Highlight the science objective with green for strength, yellow for next step Student friendly comment on work: - Strength - Next step/reflection question</p>

Secondary School

PHILOSOPHY

Assessment is ongoing and measures student achievement and progress. Assessment is differentiated to cater to a diverse range of student needs. Internal and external standardization of assessment takes place systematically to ensure reliability of underlying assessment data. Students are engaged and expected to reflect on progress in order to progress but also to develop learner autonomy. Teaching provides a wide range of relevant assessment types. Feedback is central to the process and focused on improving performance. Criteria and expectations are shared with students prior to assessment. Assessment tasks are not modified. Learning and teaching is adapted to provide scaffolding and students with access requirements gain special allowances.

ACADEMIC INTEGRITY

It is expected that all work submitted for assessment by a student is their own. Any use of the work of others must be correctly cited as per the Academic Integrity Policy and acknowledged. Any breach of this will immediately result in a mark of 0 being awarded for the task and the student will face proceedings as laid out in the school's Academic Integrity Policy.

PRACTICE

TYPES OF ASSESSMENT

SISD commits to helping students avoid either intentionally or unwittingly finding themselves operating contrary to the spirit of academic integrity. It is essential to note that academic misconduct can be unintentional and learning and teaching at SISD addresses this. SISD equips students to understand what is acceptable in order that any form of misconduct be completely avoided.

DIAGNOSTIC ASSESSMENT

The purpose of diagnostic assessment is to assess what a student already knows before learning and teaching tasks place. Students are assessed in this fashion during the Admissions process, at Assessment Point 1 (see: Reporting Cycles) and on a subject level by teachers at the beginning of a new year/ course.

FORMATIVE ASSESSMENT

Formative assessment is the process of assessing student progress and giving interim feedback to ensure students continuously improve. Formative feedback can include: observation of students in class; oral feedback; peer assessment; self-assessment against rubrics on draft work; ipsative monitoring of performance in PHE (increasing performance over time); quizzes and tests; guided reflections; comments only feedback on written or oral work etc.

Formative assessment takes place continuously throughout the inquiry and learning and teaching cycle. Teachers provide a weekly task which acts as a formative on weeks where there is no formal draft/formative stage or summative assessment to ensure students receive regular feedback. This may be verbal feedback and integrated into class activities.

Formative assessments are not awarded marks or used to report summatively. However, a formative draft may be marked to replace a summative assessment if students fail to complete the summative task by the deadline.

SUMMATIVE ASSESSMENT

Summative assessment is the recording and reporting of student achievement against published expectations to stakeholders. Summative assessments are reported with a formal mark or marks against published MYP and DP criteria on ManageBac and are summarised on progress and semester reports. Summative assessments normally happen near or at the end of a learning cycle/unit. Summative assessments measure a student's understanding of the unit content and concepts. In the DP, summative assessment takes the form of internal assessments (IAs) and external examinations. This assessment is distinct from the preceding – and supporting formative processes of assessment. In Arabic, assessments are reported against the MOE Curriculum Standards

In all assessments, teachers are expected to use the full breadth of assessment types. Moreover, students in both programmes – and their parents – are informed of the criteria which are used to evaluate work. Summative assessments are set on fixed dates in the Secondary Assessment Calendar and shared with students on a homeroom level. Summative assessments may not be re-submitted for further marking.

COMMON ASSESSMENT PRACTICES

REFLECTION IS ESSENTIAL TO DEVELOPING LEARNER AUTONOMY

An important tool in assessing students is for the students and teachers to both reflect upon performance and to plan for future tasks based on feedback. It is important for students to reflect not only on summative performances but also feedback on draft work and formative assessments to prepare for upcoming assessments. Students are also encouraged to set target grades and reflect on progress towards achieving their targets.

FEEDBACK IS CENTRAL TO THE PROCESS AND FOCUSED ON IMPROVING PERFORMANCE

Feedback is essential to improvement and comes in a variety of forms. Teachers provide feedback in a variety of forms in class activities, formative quizzes, draft work etc. Students will also engage in peer review and collaborative tasks, reflection and self-assessment. Teachers and students may employ a variety of strategies including comments only feedback in formative stages, oral suggestions or praise, guided reflection and allocation of marks against mark bands and rubrics (summative assessments only). All reporting of summative assessment marks on ManageBac refer to the IB published assessment objectives and mark bands. Comments are also provided on how to improve future performances.

CRITERIA AND EXPECTATIONS ARE SHARED WITH STUDENTS PRIOR TO ASSESSMENT

For all performance-based tasks, teachers are to share their expectations of the task set using the published criteria and rubrics on ManageBac. Students are free to ask questions on the nature and expectations of the task and in some cases an accompanying task sheet or guided questions may be given. This happens when the task is outlined or assigned and gives sufficient time for students to plan against the expectations and review the assessment criteria. In the case of examinations, the students will be informed of the appropriate assessment criteria and will be given some guidance on topic areas/ skills to review and practice ahead of the exam. All assessment marks are awarded in relation to published assessment criteria only.

HOMEWORK

The impact of homework on student learning in secondary level is strong and therefore homework represents an increasingly important core component of student work as he or she progresses through the MYP and DP at SISD. The detail of how homework is set can be found in the Secondary Handbook.

ASSESSMENT CALENDARS

The IB MYP and DP Coordinators are responsible for the creation and implementation of assessment calendars that ensure an even and reasonable distribution of both formative and summative assessments.

MYP ASSESSMENT POLICY

ASSESSMENT IS ONGOING AND MEASURES STUDENT ACHIEVEMENT AND PROGRESS

The Secondary School uses a system of continuous assessment of students against published MYP assessment criteria. Students compile an electronic portfolio of tasks on the ManageBac system which is continuously updated. Reporting of student achievement is always based on a student's achievement at a set time and how they can improve. Reflection is not limited to formal assessment tasks but also examines performance in class activities, developing new inquiry questions, consideration of their development of approaches to learning skills and making connections between tasks and content across subjects and between school and real-life contexts. In this sense, learners seek to become more autonomous and able to self-assess their own performance and make adjustments.

ASSESSMENT CRITERIA AND OBJECTIVES

All eight MYP subject groups and interdisciplinary tasks use four published criteria and accompanying assessment objectives to record student achievement. Assessment criteria are labelled from A-D with an appropriate label e.g. Knowledge and Understanding. Note: Islamic studies and Arabic are not within the MYP framework and is thus are not assessed using published MYP assessment criteria.

MARK BANDS AND TASK-SPECIFIC CLARIFICATIONS

These assessment objectives outline expected performances that are marked according to four mark band levels: 1-2, 3-4, 5-6 and 7-8. Students demonstrate achievement at these levels and are awarded the corresponding mark. Teachers elaborate further on mark band descriptors by adding task-specific clarifications that clarify what a descriptor means in relation to the assessment task in question. Assessment tasks may award marks for one, several or all criteria depending on its size and complexity. Variety of performance-based and exam assessment tasks are created to demonstrate understanding of the unit concepts and inquiry questions. To this end, a variety of tasks may be employed to provide multiple opportunities for students to demonstrate their understanding and play on their strengths. This will entail a balance of exams and other performance-based tasks such as: essays; infographs; speeches; laboratory work; reflections; performances and products, etc.

ELECTRONIC PORTFOLIO OF TASKS

Students must maintain a portfolio of assessment tasks over the course of the academic year. This portfolio is electronic and kept on the school's ManageBac webpage. Exam and oral work are also recorded there with comments by the teacher. Student marks are uploaded to the site once they have been communicated to students in advance. Marks can then be accessed at any time.

COMMUNITY AND PERSONAL PROJECTS

Community and Personal projects are assessed using the same criterion-related system of assessment but with separate procedures which are outlined in the school projects handbook. MYP personal projects in Grade 10 are marked and standardised internally and moderated externally by the IB.

ASDAN ASSESSMENT PRACTICES

ASDAN, the Award Scheme Development and Accreditation Network is the modified curriculum pathway SISD uses to meet the needs of students with profound learning needs and those who require an alternative to conventional assessment practices.

ASDAN students follow the framework of New Horizons, Transition Challenge or Workright. Students complete the tasks with the help of their learning assistants as required and for push in lessons, these students are not assessed using MYP criteria but complete modified tasks and record evidence and the level of support obtained. It is preferential for ASDAN students to join regular lessons where possible but to demonstrate learning in line with programme expectations.

Student Portfolios are maintained with evidence such as photographs, student work, witness statements and other forms that demonstrate learning and achievement. In April, completed unit/ module portfolios are moderated by ASDAN staff and certified. ASDAN students do not complete GL progress tests but the GL CAT4 is administered to provide additional data to support other documentation provided during the admissions process.

BTEC Assessment Practices

As in the MYP, BTEC assessment reflects an emphasis on criterion-related assessment – in opposition to norm-referenced assessment.

Unlike the MYP, BTEC courses have a taught and assessment phase in each unit. Once the assessment phase has begun, students work independently on their assignments for submission.

BTEC assignments are awarded either Pass, Merit or Distinction. To be awarded a pass, students must demonstrate evidence of all pass level criteria. To be awarded a merit or distinction, students must demonstrate evidence of all pass level criteria in addition to the relevant merit or distinction criteria.

Students who fail an assignment have one opportunity to resubmit. Should a student fail to pass an assignment at this point, they will not gain credit for this unit towards a BTEC qualification. If the assignment and unit is a core unit for their BTEC qualification, they will no longer be eligible for the award of their BTEC qualification.

IB CP Assessment Practices

As in the MYP, the IB Careers-related Programme (IB CP) has a focus on criterion-related assessment. The IB CP has three main components that must be completed in order to be awarded the IB Careers-related certificate.

1. Completion of two or three IB DP subjects at either standard or higher levels as per IB DP Assessment Practices outlined below.

2. Completion of a careers-related study that is achieved through the study of a BTEC course. Students will take either a BTEC Subsidiary Diploma (60 credits) or BTEC Diploma (90 credits) pathway in one of the qualifications offered. Students may work towards an Extended Diploma (120 credits) if able to. This component is externally verified twice each year by BTEC.

The school requirement for the careers-related study is a minimum of 50 BTEC credits which can be made up of core and optional BTEC units. Students who become ineligible for their BTEC qualification can still achieve an IB Careers-related Certificate as long as they achieve the minimum number of 50 credits.

3. The IB CP Core component has four elements:

- i) Personal and Professional Skills is a requirement for all IB CP candidates. This is internally assessed through completion of tasks.

- ii) A service learning component will be completed by students in line with current requirements for MYP service as action and using the DP CAS objectives. This requirement will receive qualitative feedback and is met by demonstrating evidence against the DP CAS objectives.

- iii) A language development portfolio is completed by all students in either English, French, German or Arabic. Students will complete an extended portfolio of tasks that are assessed using the MYP language acquisition criteria. Students will be placed at a phase level that is in line with continuation of their MYP language acquisition or language and literature studies. Where possible the school will try to support other languages.

- iv) All IB CP students must also complete a reflective project which is externally moderated by the IB. The reflective project is an independent piece of work that is undertaken by the student to investigate an ethical issue related to their careers-related study.

IB DP ASSESSMENT PRACTICES

As in the MYP, it is worth reiterating that DP assessment reflects an emphasis on criterion-related assessment – in opposition to norm-referenced assessment. This means that student work is judged on its merits with regard to a level of attainment rather than any performance relative to peers. The school does not report on average grades in the DP, preferring to identify and value the best indicator of student performance. At the beginning of DP courses, and at key points thereafter, teachers communicate clearly assessment expectations, standards and practices in order that students can fulfil as many of the course requirements as possible, and that to as high a standard as possible. Teachers are provided

with a weekly one-hour period in which to collaborate, especially with regard to ensuring that internal assessments are consistent.

INTERNAL ASSESSMENT

1. Teachers ensure that internal assessment is well-integrated into normal learning and teaching – it does not exist in isolation and represents a focus on skills rather than content. That said, internal assessment can represent an effective model for the delivery of content and there is no reason why this summative assessment cannot still be used formatively. N.B. The following points also apply to core assessments (Extended Essays and Theory of Knowledge Essays)

2. Students are entitled to a degree of support from their teachers, regardless of subject. This typically represents a limited discussion in the initial phases followed by commentary on a draft copy. Thereafter, only the student can make changes to the work and is not entitled to further feedback on the relevant assessment.

3. Internal assessment is carried out transparently and according to the prescribed IB assessment criteria for all subjects, at both levels. Teachers are responsible for ensuring that students are not only fully informed of these criteria but also access assessment tasks that allow them to address the relevant criteria.

REFERENCE TO OTHER POLICIES

LANGUAGES AND ASSESSMENT AT SISD

Depending on the discipline concerned, students may take their assessments through the medium of English, German, French and Arabic. Language and Literature courses and Language Acquisition courses are assessed through that language. Projects may also be submitted and assessed through any of the four languages. Generally, a student of the French or German bilingual strands will undertake assessment in that language subject to teacher provision and MYP external assessment restrictions. MYP Projects may also be submitted in Arabic. All students in Grades 6-9 are assessed outside the MYP framework twice a year to gauge their improvement in the languages studied. These internal tests are benchmarked against the Common European Framework Reference for Languages. This data is used to monitor students' acquisition over time and assists in deciding on phase levels of acquisition classes and entry into language and literature classes. They also identify the need for ESL support. In the DP, students can qualify for a bilingual diploma if they are examined in two Language & Literature courses AND/OR they are examined in Group 3 (Individuals and Societies) or 4 (Sciences) in a language other than their chosen Language A.

CONSEQUENCES FOR ACADEMIC MALPRACTICE/ PLAGIARISM

In line with the school's Academic Integrity Policy, students found guilty of academic malpractice will receive no mark for the work submitted and will face proceedings as laid out in said policy. Where comments only feedback is provided for late submissions, plagiarized work will only receive guidance on the identification of instances of academic honesty and reference to how future such practices can be prevented. Where a case of academic malpractice is suspected but does not show in a Turn It In check, subject coordinators may insist on a viva voce interview with the student to confirm their understanding of the material before awarding a mark.

ASSESSMENT AND ATTENDANCE

Examinations are set on fixed dates within the class periods with the exception of Grade 9 examination week at the end of the year. Should a student be absent for the lesson, they will not be able to retake the examination. In the case of performance-based assessments, a teacher may extend a deadline or provide inclusive arrangements for students with the approval of the MYP Coordinator in line with the school's Inclusion policy or unforeseen circumstances deemed to be acceptable by the Head of Secondary School. All extensions or special arrangements must be arranged in advance of the deadline/examination and will not be granted for such circumstances as lack of adequate preparation, unexcused absences and holidays or undocumented inclusive requests.

PROGRESSION

SISD's philosophy on progression reflects our commitment to togetherness. Once a student has been admitted to the school, and on condition that they have respected our commitment to a positive learning environment, we will do our utmost to help him or her succeed and progress in the framework of the IB until he or she either graduates from the DP or relocates. That said, if we consider that a student's educational development would be better served by making choices other than those available internally, we will make a clear recommendation to students and parents. In the Diploma programme, in order to progress from Grade 11 to Grade 12, an IB Diploma (DP) student is expected to achieve a minimum grade of a 4 in all academic subjects or an overall total of 26 points, which does not consist of any grade 1 s or 2s in any subject. An IB Diploma Course (DC) student is expected to achieve a minimum grade of 3 in all academic subjects. In addition, a minimum grade of D in Theory of Knowledge is expected of both IB Diploma and IB Diploma Course Students. If a student does not meet the expectations as outlined above, he/she may be recommended to repeat Grade 11.

ADMISSION

The following requirements apply to external applicants for entry into the DP (i.e. Grade 11) MYP Certificate: Grades of 4+ in a minimum of 5 subjects including English, Maths and Science (i)GCSEs: Grade C+ in a minimum of 5 subjects including English, Maths and Science Other candidates: Grade of 4+ in SISD entrance assessment in English, Maths as well as French/German for aspirant bilingual students. All of these are assessed against MYP criteria.

DETERMINING MYP ASSESSMENT CRITERIA LEVELS

USE OF EXISTING STUDENT MARKS

Marks awarded and reported for summative assessments may only use the 0-8 marks for each criterion assessed. Marks reported by teachers on progress or final reports must reflect a mark achieved as one of the student performances or examinations. It is not acceptable for students to be awarded a mark that is not reflected by evidence collected in their portfolio or based on firm evidence.

DETERMINING THE BEST FIT MARK

Based on student achievement against a specific assessment criterion, teachers will judge which mark most accurately reflects the student's progress at the time of the reporting cycle. It is not required for teachers to select the highest mark achieved to date if the progress of the student at the time of the reporting cycle does not reflect this level. At the same time, it is not required for teachers to select the most recent mark awarded as this may not be a reflection of the student's performance to date e.g. an uncharacteristic poor performance on a recent test in isolation to previous performances. In whichever case, the teacher must communicate and be available to students who have queries on their marks.

DETERMINING THE FINAL IB MYP GRADE IN GRADES 6-10

CONVERTING CRITERION MARKS TO AN IB GRADE

The IB final grade is reported as a numbered grade 1-7, 7 being the highest achievement. This grade is calculated using a table which can be found in the Middle School handbook and IB publications. Criterion marks are added to form a final grade that is reported to parents at the end of the academic year.

TRACKING ATTAINMENT IN THE MYP

Grade	Mark Band
1	0-5
2	6-9
3	10-14
4	15-17
5	18-23
6	24-27
7	28-32

Student attainment is measured both vertically and horizontally. For each subject a student is expected to achieve a grade 4 or higher to meet UAE National Agenda Parameter and school expectations. A student achieving a grade 3 can progress in terms of IB expectations but falls short of school expectations. A Grade 1 or 2 is deemed to fail and does not count towards a point total. Students' attainment is also monitored horizontally across subjects at a programme/grade level. To meet expectations for progression a student must:

- For Grade 6-8 obtain a minimum of Grade 3 across the 9 MYP subjects
- For Grade 9 and 10, obtain a minimum of a Grade 3 across 7 subjects plus the personal or community project, and the interdisciplinary unit/exam.
- Obtain a minimum of 30 points out of a total of 56 across the 9 components

TRACKING ATTAINMENT IN THE DP

Student attainment is measured both vertically and horizontally. For each subject a student is expected to achieve a Grade 4 or higher to meet UAE National Agenda Parameter and school expectations. A student achieving a Grade 3 can progress in terms of IB expectations but falls short of school expectations. A Grade 1 or 2 is deemed to fail and does not count towards a point total.

Students' attainment is also monitored horizontally across subjects at a programme/grade level. To meet expectations for progression a student must:

- Obtain a minimum of Grade 3 across 6 DP subjects
- Obtain at least a C mark in both Theory of Knowledge and Extended Essay work
- Obtain a minimum of 28 points out of a total of 42 across the 6 DP subjects

EXPECTED STUDENT PROGRESS IN THE MYP AND DP

In order to ascertain student progress and improvement, the school defines expected student progress as follows: The Secondary school uses a 32 point scale to measure student progress from individual starting points. Individual starting points are set using an initial GL Cognitive Abilities Test (CAT4) completed in September for all students of Grade 6, 8 and all new students. The predicted MYP grades for a subject on a Grade 1-7 indicator is translated using IB published grade boundaries into an initial starting point out of 32 marks. Where the CAT4 suggests a dual point e.g. 4/3 the middle of the grade boundary is used.

MYP Published grade boundaries as starting points

Grade	Starting Point	Grade	Starting Point
1	1	2/1	4
2	6	3/2	8
3	10	4/3	12
4	15	4/5	17
5	18	5/6	21
6	24	6/7	26

These student starting points are reviewed annual by subject groups in April and where students are proven to consistently exceed their starting point by a large margin the starting point can be raised for the following year, unless replaced by a new CAT4 test result.

DEFINING PROGRESS IN THE MYP

Below expected progress: Maintains a total mark of less than individual starting point

Making expected progress: Maintains individual starting point or 3 marks higher

Exceeding expected progress: Achieves 4 or more marks higher than individual starting point

Student progress is monitored at three levels in subject groups:

1. Students monitor their progress from their individual starting point in their subject folder/notebook and reflect and set targets for criteria after each summative task.
2. Teachers monitor progress at a class level from individual starting points for each student at the beginning of October, January, March and May after set assessment points. Class tracking sheets are maintained in the teacher's class folder.
3. Phase level progress is monitored for each subject group against UAE National Agenda Parameters and analysed overall and in key subgroups e.g. Inclusion or Language Support.

In order to ascertain student progress and improvement in the DP, the school defines expected student progress as follows:

While MYP uses a 32 point scale to track progress, the DP keeps to the 1-7 whole grades which can be broken down to five equal parts for each grade based on IB published grade boundaries at the end of each exam session to enable closer analysis of student progress. All DP students are administered a new CAT4 test to establish a new individual starting point on the 1-7 scale using the CAT4 grade predictors. Student progress is then measured from this point as follows:

DEFINING PROGRESS IN THE DP

Below expected progress: Maintains a grade less than their CAT4 predicted grade

Making expected progress: Maintains CAT4 predicted grade

Exceeding expected progress: Achieves a grade higher than the CAT4 predicted grade

EXTERNAL BENCHMARKING IN THE MYP

The school uses four external testing measures in the MYP:

- In Grade 10 all MYP students are registered to take the IB MYP eAssessment which is a combination of eportfolio submissions and onscreen exams reported in August.
- In Grade 6-9 students take the ACER Progress Tests in Reading, Writing, Maths and Science to identify gaps in student knowledge to benchmark against UAE National Agenda Parameter expectations and to identify areas for changes in teaching, learning and curriculum planning.
- In Grades 6, 8 and 9 students of German language and literature take the Checks tests of German proficiency
- In Grade 9 students in the Swiss Baccalaureate programme take the Swiss Canton Wallis examinations in French, German, Mathematics and Sciences to check student attainment of Lehrplan 21 learning objectives
- In Grade 6-9, students take Arabic IBT assessments in both Arabic A and B (Level 2 only) classes

For Arabic and Islamic, assessments are reported against the Ministry of Education Curriculum Standards.

REPORTING CYCLES

USE OF MANAGEBAC AND ISAMS

Student progress is reviewed at six points and formally reported at four points. Student progress and MYP assessment marks are communicated through the school's ManageBac webpage and more formally reported periodically through iSAMS. ManageBac will provide continuous access to achievement against individual criteria and a report on IB grades in assessment point 6. ISAMS will provide the platform for reporting to parents via the Parent Portal.

SEPTEMBER GL CAT 4 testing

The beginning of the school year will start with the conduct of CAT4 External Assessment to measure students' abilities and contribute to a baseline for tracking purposes. The parent report is shared on the Parent's Portal. Students note their starting points in their notebook/folder and set target marks.

The expectation is that summative assessments are taking place as per the assessment calendar before the November Semester 1 Progress Report and parents will be encouraged to check the criteria marks on ManageBac which are posted within 2 weeks of submission.

END OF NOVEMBER Semester 1 Progress Report

The leadership team will collate marks on assessed criteria to that date and internally review student progress against the assessment criteria. Follow up meetings will be conducted with students who demonstrate a lack of progress. This will include comments for Grades 10 and 12.

FEBRUARY REPORT End of Semester 1 Report

In February, it is expected that all criteria have been assessed and the report will award a mark for each criterion. This is accompanied by comments from each subject teacher on student performance.

Grade 10 and Grade 12

A mock examination transcript will follow the mock examinations and will record the grades achieved.

APRIL REPORT Semester 2 Progress Report

The third report cycle will be in April and will be of a similar format to the November report. Again, at this stage all criteria will be reported. This is the final report for Grade 10 and 12 and will include final IB 1-7 grades.

JUNE FINAL REPORT End of Year Report

The final report of the academic year in June will report on final achievement levels of students against each assessment criterion and a final IB Grade 1-7 with accompanying comments from each teacher on a student's performance for the year, except in Grades 10 and 12.

In Arabic and Islamic, teachers report in percentages as defined by the Ministry of Education.

PARENT-STUDENT-TEACHER CONFERENCES

Parent-Student-Teacher conferences are an opportunity for an in-depth discussion on a student's progress and achievement. Parents have the opportunity to discuss their child's progress and engagement with the teacher in person and the next steps to take to maximise their progress.. These happen three times a year in November, February and April.

MONITORING AND REVIEW

This policy is reviewed every two years by a committee chaired by the Head of School, including the Heads of Section and the Academic Deputy Heads and the IBDP Coordinator. This policy may also be reviewed sooner to incorporate changes in programme assessment structures and IB publications.

REFERENCES

IB (2014) MYP: From Principles into Practice, International Baccalaureate. Cardiff.

IB (2009) The Diploma Programme: From principles to practice

IB (2010) Guidelines for developing a school assessment policy in the Diploma Programme