Digital Private School

MYP Assessment Policy

2023-2024

Contents

DPS MYP Assessment Policy

Our Mission Statement

To facilitate learning, innovation and technical know-how that will inspire students to be caring, curious, adaptable to change and appreciate global citizenship.

Our Vision Statement

To be a prominent school that develops a global critical thinker, a lifelong learner.

IBO Mission Statement

The International Baccalaureate Organisation 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 IBO works with schools, governments and international organisations 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.

Aims of This Assessment Philosophy

The primary aim of assessment at Digital Private School is to inform instruction and support and promote students' learning. Effective and varied assessment is essential for providing students with ongoing evaluation and feedback on their academic achievements within the subject areas to monitor and measure student progress. We believe that the written, taught and assessed curricula are interlinked. Assessment focuses on the essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastery of skills, the development of attitudes and the decision to take responsible action. Through receiving feedback in relation to set criteria or expectations, students of all abilities learn strategies for further improvement and develop intrinsic motivation. Assessment also enables parents and staff to monitor and support student progress.

Our assessment practice is guided by the overall principle of maximising all students' learning. We believe in assessments that foster student growth, reflection and encourage them to continue to develop as learners. Our assessment is often used as a teaching tool that allows differentiated instruction to meet the needs of all learners in the classroom.

Assessment Purpose

We regard assessment as integral to the maintenance of academic standards at both unit and course levels. Assessment must be fair, equitable, transparent and reasonable. Carefully designed assessment tasks allow students to demonstrate progress towards attaining documented learning outcomes. The policy provides guidance to both staff and students on how assessments are made and how students can appeal assessments.

Principles of Assessment

Assessment is key to successful planning, teaching and learning. Assessment policies are clear to all members of the school community (PLT, teachers, parents, and students). There is a balance between formative and summative assessments. There are opportunities for both peer and self assessment. There are opportunities for students to reflect on their own learning. Before starting new learning, teachers assess students' current knowledge and experience (diagnostic assessment). Teachers provide students with feedback for future learning. Reporting to parents is meaningful.

Roles and Responsibilities
Responsibility of Assessment for Teachers:

- Provide diagnostic feedback and motivate performance
- Help set standards and evaluate progress
- Determine the effectiveness of teaching
- Guide curriculum development and review
- Guide instructional practice
- Provide consistent, timely feedback and opportunity for reflection
- Measure what students know at various points in learning
- Identify strengths and weaknesses in skill acquisition
- Promote student ownership of learning
- Promote self-advocacy

Responsibility of Assessment for Parents:

- Inform about student progress
- Allow parents and teachers to work together to promote student learning
- Know and understand the learning outcomes, including MYP objectives and DPS standards
- Ensure that each assessment criteria in the subject is assessed at least twice a year.
- Provide clear expectations through the use of the MYP rubrics.
- Provide opportunities for students to self-assess and reflect on their learning.
- Use formative assessment data to modify teaching and summative assessments to evaluate individual student progress.
- Maintain open lines of communication with students and parents/guardians.
- Analyse assessment data to identify patterns of individual student performance and needs to ensure appropriate modifications and/or accommodations occur.
- Work in collaborative teams to design and evaluate common assessments.
- Provide data as a result of instruction of curriculum

Student Responsibilities

Students are responsible for:

- Demonstrate a positive attitude, focus and stay on task in class
- Be organised with materials and assignment for class
- Seek help when they need to better understand a concept or skill
- Use an organisational tool such as an assignment calendar or planner

- Submit work on time according to course deadlines
- Assess and reflect on their progress on both formative and summative assessment tasks

Parents Responsibilities

Assessments encourage parents/guardians to:

- Work with students and teachers to take advantage of learning opportunities
- Recognise student success and growth and communicate concerns
- Provide a positive learning environment outside school
- Celebrate successes and learning

School Administration Expectations and Assessment

The School should:

- Keep records of achievement
- Publish MYP Parent Handbook, MYP assessment criteria through the school website
- Provide time, resources, and focus to teachers for maintenance of assessment policies
- Provide time for collaborative planning
- Conduct MYP/DP collaborative meetings and subject group meetings
- Provide opportunities for IB professional development workshops
- Observe teachers regularly using the IB observation document and provide feedback
- Support a spirit of collaboration and collegiality among all stakeholders
- Arrange parent and student conferences with all MYP teachers
- Provide the necessary training during Induction Week for new teachers
- Provide an internal deadline calendar for all MYP students

Assessment Practices

At DPS, we recognise that differentiation is the key to helping all students find success. We use a variety of resources and approaches to ensure that all of our students' needs are met. The results demonstrate a conceptual understanding of the learning objectives being taught. The following are characteristics of effective assessment practices at DPS:

- Assessments contain a backward design to ensure the relevance of the objectives being taught (aligning with each subject group's MYP aims and objectives, as well as the MOE curriculum objectives in Arabic, Islamic and Social Studies)
- Assessments include connections to the different IB learner profile attributes
- Assessments are diverse in method to address the different learning styles
- Assessments provide students multiple opportunities to display what they know, understand, or are able to perform
- Assessments are frequent and ongoing and vary in type and purpose
- Assessments are relevant and meaningful to the students
- Assessment practices promote reflection among teachers and students

- Assessment practices recognise and take into account students with special education needs and their Individual Education Plan (IEP)
- Assessments development and build approaches to learning skills which are consistent with 21st century skills
- Assessments are grounded in real-world applications

With support and guidance, teachers will:
- Develop units using a backward design process, designing the summative assessment prior to the learning activities.
- Identify the MYP interim objectives for each MYP unit, and develop assessments that evaluate students' progress toward those objectives.
- Employ MYP assessment criteria (rubrics) using modified age-appropriate and task-specific rubrics when appropriate.
- Include clarifications, checklists, and/or make the rubrics task-specific so students clearly understand how they can achieve at the highest level.
- Share rubrics with students before they engage in the assessment task.
- Provide opportunities for students to self-assess and reflect on their learning.
- Conduct continuous formative assessment and provide timely feedback that helps students and the teacher make adjustments before the summative assessment.
- Communicate with the student support team about students with Individualised Education Plans (IEPs) to ensure appropriate modifications and/or accommodations are made (including how to or whether to use the MYP rubrics).

Keep samples of student work for:
- Portfolios/developmental workbooks in Design and the Arts (in other courses as teachers deem applicable)
- Student/Parents Conferences
- MYP site visits
- Review within subject area and grade-level teams – (internal standardisation)
- MYP monitoring
- Ensure that each assessment criterion in the subject is assessed at least twice each year.

Types of Assessment

Formative Assessments
Formative assessments take place throughout the course of study. Formative tasks are made to guide a student towards the culminating summative assessment. Formative assessments are used to guide instruction and evaluate the process of students' preparedness for the summative assessment. These assessments are rooted in both the MYP area objectives as well as the MOE curriculum (Arabic, Islamic, Social Studies). Due to the focus on standards, formative assessments allow teachers to differentiate based on abilities, learning styles and student interests.

Examples of Formative Assessments

Examples of formative assessments in the MYP classroom may include:

Class Observations	Inventories	Self-evaluations
Group discussions	Quizzes or Tests	Journal Entries
Checklists	Peer Reviews	Spontaneous Response
Presentations	Experiments	Debates

Summative Assessments

A summative assessment is an open-ended task created by teachers. It allows for differentiation so students can demonstrate their knowledge and comprehension in a variety of ways using the MYP subject area objectives. Summative assessment is one that is authentic, learner centred and inquiry based. It is created for the end of a specific unit of study and allows students to apply their understanding and skills. Summative assessments are used as an evaluation of the individual student's achievement of objectives/criteria and standards through an end-of-unit culminating project.

Examples of Summative Assessments

Examples of summative assessments in the MYP classroom may include:

Model Production	Performances Presentations	Essays
Research Projects	(oral, written, multimedia)	(Argumentative/Persuasive)
Questionnaires	Investigations	Exams

Assessment Tools

Anecdotal records	Examples	Oral Reports
Rubrics	Peer and Self Reflections	Reflective journal
Checklist	Written exam	

Assessment and Inclusion

Students with identified learning difficulties are allowed inclusive access arrangements and reasonable adjustments (e.g. additional time, use of assistive technology, breaks, etc.) for all assessments in one or more subjects throughout the year, as appropriate to their needs.

MYP Assessment Criteria and Achievement Levels

IBO provides the required assessment criteria for years 1, 3 and 5 of the MYP. At DPS, MYP teachers make decisions about students' achievement using their professional judgement and "best-fit" approach, guided by mandated criteria that are public, known in advance and precise (MYP Assessment Criteria are discussed with students in August and at the start of the unit), ensuring that assessment is transparent.

Table 1: The MYP assessment criteria across subject groups

Subjects	A	B	C	D
Language & Literature	Analysing	Organising	Producing text	Using language
Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals & 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
Visual Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
ICT / Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP Project	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesising	Taking action	Reflecting

All MYP subject groups have four assessment criteria that are equally weighted. In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible levels of achievement.

Task Specific Clarifications in MYP Assessments

In all years of the MYP programme, teachers clarify the criterion for each task in a manner best suited to the context (written in student friendly language, a task sheet, etc). This clarification will occur at the beginning of the task so students are afforded the opportunity to succeed in accordance with expectations. When clarifying expectations for MYP assessments, teachers must ensure that they do not alter the standard expected in the published criteria or introduce objectives beyond those developed in the unit. The IB MYP provides assessment criteria in rubric form that is holistic. So in order to determine the student achievement the task-specific clarification provided to support the learners to understand the requirement of the task. It must be completed at creating the assessment and shared with students.

Example:

Achievement Level	Level Descriptor red denotes command term **bold black** denotes qualifier blue denotes the task-specific clarification
1-2	Formulates a **limited** action plan or does not follow a plan to investigate a research question about the industrial revolution Collects and records **limited** or sometimes irrelevant information about the industrial revolution
3-4	Formulates and **occasionally** follows a partial action plan to investigate a research question about the industrial revolution Uses a method to collect and record **some** relevant information about the industrial revolution
5-6	Formulates and **mostly** follows a sufficiently developed action plan to investigate a research question about the industrial revolution Uses methods to reflect and record **appropriate** relevant information about the industrial revolution
7-8	Formulates and **effectively** follows a consistent action plan to investigate a research question about the industrial revolution Uses methods to reflect and record **appropriate and varied** information about the industrial revolution

Achievement level for a criterion

Each criterion is divided into various achievement levels (numerical values) that appear in bands. The bands contain general, qualitative value statements called level descriptors (written in black in the above figure). The level descriptors for each band describe a range of student performance in the various strands of each objective. At the lowest levels, student achievement in each of the strands will be minimal. As the numerical bands increase, the level descriptors express greater achievement levels in each of the bands. Each summative assessment rubric includes specific command terms or specific words used to give students directions in summative tasks. The MYP gives common definitions for these terms that teachers use across grade levels and subjects.

Grading and Final Scores

In the MYP, each criterion has eight possible levels of achievement (1–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. **Level 0** is available for work that does not reach a standard described by the band descriptor for levels 1 and 2. Each band has its own unique descriptor that teachers use to make "best-fit" judgments about students' progress and achievement.

Internal Standardization for Reporting

Best-fit Approach model for assessment

The respective subject teachers make judgments on their students' achievement levels in each subject-group criterion. The achievement levels are determined from a range of learning experiences and assessments. When applying the assessment criteria to student performance, the teacher considers the descriptor that describes the student work. The teachers must use their professional judgement in determining the descriptor that best fits the student's performance.

Moderation for establishing common standards in collaboration with faculty members:
- Three to four samples of summative tasks of a subject in a unit are chosen at random.
- Two teachers from the same department then review the samples separately.
- The teachers meet to come to a common understanding on the criteria and achievement levels and how they are applied.
- A common grade is then decided.

Through this process, teachers increase the reliability of their judgments.

Final Grade in MYP

To arrive at the final 1-7 grade after determining the final level of achievement for each criterion, add together the student's final achievement levels in all criteria (A, B, C and D) of the subject group (All criteria must be assessed at least once per semester, at least twice per year).

Subject areas. These rubrics should be shared with students when the summative task is assigned.

The subject	Criterion A (1-7)	Criterion B (1-7)	Criterion C (1-7)	Criterion D (1-7)
Task / Activity	4	2	5	3
Task / Activity	5	3	4	5
Task / Activity	2	6	3	6
Task / Activity	6	3	5	4
Task / Activity	5	5	6	5
The " Best-fit"	5	5	4	6
TOTAL	20			
The final Grade in the subject is	5/8			

General Grade Descriptors

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 lack of 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.

Use of Technology to Support Assessment

Use of technology refers to digital tools which may be used to fulfil a purpose within an assessment task. The exact use of technology will depend upon the purpose and context of the assessment, leading to a level of authenticity and fit for the purpose. For example, an online quiz may enable students to receive instant feedback regarding their content knowledge, which helps provide timely feedback to inform learning. For more on the role of digital tools and assessment, IBO, (2018).Quality Assessments in a Digital Age

Use of Command Terms

Command terms are embedded in the objectives and assessment criteria of each subject group in the MYP ."Command terms are key terms and phrases used in the syllabus content and in examination questions to indicate what is required in response to a particular command. This also suggests the type and depth of response that is expected." (IBO, 2018, p. 136).

Specific practices:
- Teachers explicitly use, explain, and differentiate the command terms included in assessment tasks.
- Command terms are made available in a glossary format in all summative assessment tasks.

Student Reflection and Involvement in Assessments

Student involvement in assessment serves a crucial role in learning and, as such, students should have a deep understanding of what their assessments tell them. Student involvement in assessment processes may include determining what outcomes indicate successful learning, self-assessment, peer-assessment, and reflective processes.

Group Based Assessments

Summative assessment tasks must be developed in a way to allow each student to be individually assessed using the chosen criteria. As stated in MYP: From Principles into Practice (2014), "Group work—teachers need to document carefully the input of individuals working in a group situation so that the achievement levels for individual students can be determined" (p. 84). Students must not be given a group achievement level and, instead, should be assessed aligning their individual contribution closely with the descriptors in the criteria.

Assessment of Late or Missed Work

Incomplete assessment

In cases of incomplete assessment in a subject, the school may, at its discretion, award a grade for the subject if both of the following circumstances are established:

- an acceptable reason is provided by the school for the incomplete assessment being beyond the candidate's control, such as acute illness or injury, the death or funeral of a close relative, unavoidable attendance at a hospital or court of law, and
- the candidate has submitted sufficient work, as determined by the MYP Coordinator.

Late submission of student work without an acceptable excuse, apply the following guidelines:

Days Late	Consequence
1-3 days or first occurrence	● Students and parents reminder by the subject teacher ● New deadline issued ● If the task is submitted by the new date, student receives the full grade
4-9 days or second occurrence	● Parents are to be informed by the Student Counsellor ● New deadline issued ● If the task is submitted by the new date, student receives the full grade but assigned as **LATE**
Over 10 days	● If the above steps applied, and still non-submission occurs; a zero will be given to the task ● Parents will be informed by the MYP Coordinator

Failure to Submit or Complete Summative Assessment requirements

Students failing to submit or complete Summative Assessment requirements on the due or scheduled date, without an extension granted, will be awarded a non-submission. If a non-submission is determined, the following principles will be applied by the MYP Coordinator:

- If the assessment is an assignment, then the most recent draft will be assessed. If a draft is not available, the student will be required to complete requirements in the subject lesson for submission. If the student has completed the assessment but has not submitted it by the due date, they will need to apply for an extension. The MYP Coordinator will determine if an extension can be granted and the assessment accepted after the due date, if granted, will be assessed instead of the draft work.
- If the assessment is an exam and an extension is approved, the MYP Coordinator will determine a future date for the exam, or where necessary an exemption from the assessment. If an extension is not granted (including unapproved leave) then a zero standard for each of the criteria assessed will be awarded for that reporting period. If this occurs as part of a recurring pattern, then the zero grade may be maintained for all affected assessments for the calendar year. Students will be required to complete the assessment as soon as possible after the due date for feedback purposes.

<u>Academic Misconduct</u>

The IB Organisation defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another candidate is also regarded as academic misconduct. Academic misconduct is a breach of these regulations and includes, but is not restricted to, the following:

- plagiarism - this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- collusion - this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another

- duplication of work - this is defined as the presentation of the same work for different assessment components and/or MYP requirements
- any behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorised material into an examination room, misconduct during an examination, falsifying records, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination).

Submission of Summative Assessment in breach of the Academic Honesty Policy

If a breach of the Academic Honesty Policy is suspected, the following will occur:

- The teacher, invigilator, or fellow student will report suspected academic dishonesty to the MYP Coordinator.
- The MYP Coordinator will investigate the incident and make a determination as to whether academic misconduct has occurred and the extent of the academic misconduct. This involves interviewing the student and teacher and reviewing the material in question if necessary.
- If the MYP Coordinator reaches the conclusion that academic misconduct has occurred, parents will be notified and the matter will be recorded on Managebac. The aspects of the assessment deemed to contain academic misconduct will not be assessed, if it encompasses the whole assessment, then it will be awarded a non-submission.
- If the breach is part of an ongoing pattern of behaviour, the student will face disciplinary consequences in accordance with the Individual Behaviour Plan.

MYP Assessment Criteria and Achievement Levels Across Subject Groups

Students will be assessed in eight MYP subject areas. Each subject has specific criteria to be assessed. Below is an example of Language and Literature assessment criteria. In the MYP, teachers address objectives (through classroom teaching and learning—the taught curriculum) and assess criteria (through formative and summative assessment tasks—the assessed curriculum).

Assessment Example

Language & Literature (English A, Arabic A)

Maximum level of achievement for each criterion is 8

- Criteria A - Analysing
- Criteria B - Organising
- Criteria C - Producing text
- Criteria D - Using language

Subject Specific Criteria (SSC)

- The SSC provides assessment details regarding learning objectives.
- Each subject group has four criteria.
- The criteria contain descriptors that correspond to a scale of 1 to 8 and indicate a student's level of achievement for each learning objective. The levels of achievement represent a continuum of learning within a year as well as throughout the whole MYP, from grades 7 to 10.

Levels of Achievement and MYP Grades

- Report cards for all semesters indicate the cumulative levels of achievement for the criteria and take into consideration the most consistent performance up to that point in the year.
- Levels of achievement are based on summative assessments that describe the student's performance by the end of the semester.
- Summative assessments are complemented by the programme's special emphasis on formative assessments, which measure the progress of the student throughout the year.
- Report cards for semester 1 and 2 include an MYP level based on MYP grading boundaries.

Conversion of Level of Achievement to MYP Grades

MYP grades are on a scale from 1 to 7.

- These grades are calculated by combining the cumulative levels of achievement for all criteria
- This combined total of levels of achievement is out of 32 (four criteria with maximum achievement level of eight)
- The combined total is converted from levels of achievement to a subject grade using a conversion table.
- The numbers on the 1 to 7 MYP grade scale represent descriptors of what the student knows, understands, and can do.
- These grades are based on summative assessments that describe the student's performance by the end of each semester. This is complemented by the programme's special emphasis on formative assessment during the different stages of the learning process, which measure the progress of the student throughout the year.

Criteria	Level of Achievement
Criterion A	5 on a scale of 8
Criterion B	4 on a scale of 8
Criterion C	6 on a scale of 8
Criterion D	4 on a scale of 8
Level of Achievement **Total**	19 on a scale of 32
MYP Grade	**5**

Recording and Reporting Student Achievement

We believe that parents, teachers, and students are partners in education. Open and consistent communication strengthens this partnership. Students and parents are kept informed in the following ways:

- Communication of Subject / class specific information using assessment folder and Google Classroom.
- Teacher and/or Counsellor/ principal emails, phone calls, and meetings
- ManageBac
- Student/Parent Teacher Conferences
- Final reports
- School displays and presentations
- Individual Educational Plan for Special Education students

Reporting Schedule in MYP

Assessment	Where/How	Frequency	Audience
Formative	ManageBac	Ongoing: Teacher and students. Live uploading.	Student Parents/Guardians DPS Administration
Formative	Student/Parent Conferences	**3 Way Conferences** Semester 1 **Student Led Conferences** Semester 2	Student Parents/Guardians MYP Staff
Summative	Teacher produced tasks outlined from IB assessment requirements.	End of learning process or unit. At least twice per semester.	Student Parents/Guardians MYP Staff
Summative	ManageBac	Ongoing: Teacher and students. Live uploading.	Student Parents/Guardians MYP Staff DPS Administration
Summative	Student/Parent Conferences	**3 Way Conferences** Semester 1 **Student Led Conferences** Semester 2	Parents/Guardians Students
Summative	Report Cards	Semester 1 January Semester 2 June	MYP Staff DPS Administration
ATL Development	Explicit Learning Experiences Exercise Books Photographs	Ongoing One per unit – within subject specific rubrics	Student Parents/Guardians MYP Staff

ATL Development	Community Project	Semester 2 January-May	Student Parents/Guardians MYP Staff
ATL Development	Teacher Assessment	At least two per unit.	Student Parents/Guardians MYP Staff

Align the MYP Internal Assessment Model with MOE Requirements

DPS is under the supervision of the Ministry of Education and we are required to satisfy certain MOE requirements. For that reason, we use our MYP Grades and then convert them to the percentage grades for the MOE as below:

MYP Total Level	MYP Grade	MOE Grade	MYP Total Level	MYP Grade	MOE Grade
32	7	100	16	4	64
31	7	98	15	4	61
30	7	95	14	3	59
29	7	93	13	3	57
28	7	61	12	3	55
27	6	89	11	3	52
26	6	86	10	3	50
25	6	84	9	2	45
24	6	82	8	2	40
23	5	80	7	2	35
22	5	77	6	2	30
21	5	75	5	1	25
20	5	73	4	1	20
19	5	70	3	1	15
18	4	68	2	1	10
17	4	66	1	1	5

Standardisation

Standardisation is a process to ensure that the evaluating procedure is uniform and offers a credible understanding of the criteria. This process is done for all sorts of assessments in which the examinations of a teacher are quality ensured by another colleague(s) from the same subject or course or by the coordinator. Standardised Assessments within subject groups enable us to make judgments that are reliable across the programme, so the standardisation enhances fairness, reliability, and validity.
In collaboration, facilitators share their understanding of the task, expectations based on subject group objectives, and statements of criteria concerning task-specific clarification. This helps them to improve common understandings and standards for judging the assessment.

Standardisation of Personal Projects

The IB regards standardisation as a best-practice method to be used by the teachers. The method ensures all teachers understand key elements to awarding levels. It also ensures teachers interpret and apply the same standards.

Teachers conduct internal standardisation, assess the students' coursework, and submit criterion level totals to the IB. Schools are responsible for applying a common standard for determining student achievement. Teachers assess coursework using published criteria for investigating, planning, taking action and reflecting.

After marking each student's work, teachers are required to record their level for each criterion and provide a short statement to justify the level awarded.

- All performances will be recorded by the supervisor assigned to that student.
- All project material, built or created, will be submitted to the supervisor assigned to that student.
- All project reports will be submitted to the supervisor assigned to that student.
- If inconsistencies are found, the MYP Coordinator will assess the project in question and report the findings to the Personal Project Coordinator.
- All final scores will be reported by the Personal Project Coordinator only when all standardisation exercises are completed and no inconsistencies are present.

Assessment Teacher groups will be preselected by the Personal Project Coordinator. Once final grades are reached, the Personal Project Coordinator will share these with the MYP Coordinator, who will provide grades for the IB through IBIS according to the student selection. Evidence of standardisation is to be shared with the Personal Project Coordinator.

All supervisors participate in a standardisation exercise to ensure that there is a common understanding of the application of the **assessment criteria**. The PP coordinator will choose one sample project and all supervisors will view this project, report on and assess it in time for the first standardisation meeting on the prescribed timeline. The steps are as follows:

Stage 1: Supervisors will assess the personal projects that they have been supervising. Their results will be placed on the standardisation form

Stage 2: Assessment results will be discussed and judgements will be clarified.

Stage 3: Standardisation teams will begin assessing their projects, ensuring that each team member enters results on the standardisation form.

Stage 4: The standardised results are examined and as a result of discussion and analysis of evidence, an agreed assessment is provided for each criterion. As a team, evidence is provided from the project to support the awarding of the agreed levels. Comments must, at all times, be harmonious with the levels awarded.

Stage 5: The standardised results are compared with the levels awarded by supervisors. Where necessary, the team will invite the supervisor for a conversation to clarify judgements. Working in tandem with the supervisor, an agreed level is reached.
Note: where an agreement cannot be reached, the MYP Coordinator will make the final judgement and explain this judgement to all parties concerned.

Stage 6: The standardised levels and comments are synthesised with those of the supervisor, ensuring that these are clearly articulated and comments match levels. These are the results that will be on the student's Semester 2 report and entered on Managebac at the end of the year. The teacher in each team whose name is in **bold** is tasked with ensuring that this is completed on behalf of the team.

Once all internal standardisation is complete, the MYP Coordinator will notify supervisors who may then communicate the final results to the students.

Stage 7: A range of projects is selected for submission to external moderators. These are randomly selected by the MYPC.

Stage 8: The supervisors prepare a report for the Semester 2 reports using the final, agreed levels and comments.

Stage 9: At the end of the academic year, along with the subject totals, the MYP Coordinator enters the final levels for each student's personal project on IBIS.

Stage 10: The projects are externally moderated, and a moderation report is sent to the school. This usually becomes available on IBIS in late September.

Communication Plan

The Assessment Policy will be made available on our schools' websites and will be shared with parents and students at the beginning of each school year.

Review of the Assessment Policy

This will be reviewed and reviewed regularly for effectiveness in achieving desired outcomes and quality assurance.

	Date	
	1 May 2022	**Created by:** Maimouna Al Ruqeishi
1st Review	1 May 2023	**Review Panel:** Leadership Team
2nd Review	February 2024	**Review Panel:** Maimouna Al Ruqeishi, Habena Basty, Moses Imo, Ruth Atieno, Azra Saqib, Naomi Obuya, Wafaa Baqir, Howaida Al Halabi, Omar Al Masrori

Sources

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