

GATEWAY INTERNATIONAL SCHOOL



Assessment policy 2022-2023

**Reviewed on September
2022**

MISSION STATEMENT IB

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments, and global organizations to offer challenging world-class educational programmes and rigorous assessments.

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.

Vision and Mission Statement of GIS

Vision

Creating responsible global citizens who realize their maximum intellectual and human potential.

Mission

GIS provides a whole education program that balances academic excellence with character building. We foster knowledgeable, unbiased, caring inquirers with an inclusive perspective by inspiring them to become lifelong learners, peace ambassadors and tomorrow's leaders in the local as well as the global context.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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Assessment philosophy:

We believe that assessment is a vital part of the learning process. Assessment is a diagnostic, formative and summative process. It provides a snapshot of a student's attainment and provides information to help the teacher plan the next stage of an individual 's or group 's progress and to further develop the work of the student. Assessment is managed through an active partnership among students, teachers, and parents/guardians. Clarity of expectations and good communication are shared responsibilities.

What is assessment?

Assessment is a continuous process of evaluating teaching and learning. It is an essential tool that is used to improve and assist learning. Strengths and weaknesses are identified through assessment, although it never seeks to catch students out.

The Assessment Policy outlines the purpose, nature, and different strategies used at GIS. It involves three strategic points:

- **Assessment:** - Collecting information, collecting samples, recording observations
- **Evaluation:** - reflecting on data, making instructional decisions, encouraging self-evaluation, celebrating growth, setting goals
- **Reporting-** summarizing, interpreting, communicating

Principles of Assessment:

The school understands that teaching, learning, and assessment are intrinsically interrelated. We

are guided by the following principles.

- Students are differently-abled and have different learning styles
- The student should play an active role in peer and self-assessment
- Students perform differently according to the context of learning and cultural experiences also influence their learning.
- Should receive feedback that is positive and constructive.

Why “assessment”?

For many people, the words “**assessment**”, “**examination**” and “**test**” have similar meanings and are used somewhat interchangeably. For this booklet, more specific meanings are necessary and the following will be adopted throughout.

Test—a collection of many short-answer questions (either selected-response/multiple-choice questions or questions requiring only a few words in response) that students must answer under controlled, isolated conditions in a set time. Often marked (or graded) automatically.

Examination—a collection of one or more tasks of various types (short-answer, extended-answer, problem-solving or analytical questions; sometimes practical or oral tasks) that students must respond to under controlled, isolated conditions in a set time. Generally marked/graded by the examiner (or rater).

Assessment—a term used to cover all the various methods by which student achievement can be evaluated. Assessment instruments may include tests, examinations, extended practical work, projects, portfolios and oral work, some carried out over a prolonged period and sometimes marked by the student’s teacher.

- To diagnose misunderstandings and misinterpretations during learning a particular topic.

- To take decisions regarding the instructional needs of individual learners.
- Helps in curriculum reviews
- Helps to monitor the individual progress.
- Engages the learner in reflection about his strengths and areas of improvement.

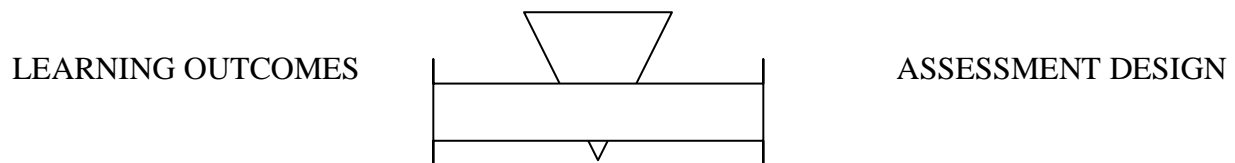
Aim of assessment:

- Is based on learning outcomes.
- Is a means to make decisions regarding the instructional needs of the individual learner.
- To be able to track student progress, benchmark against prior data and then act upon findings
- To improve standards of attainment for all students
- To establish an agreed, consistent framework within which the School and individual departments/faculties can continue the systematic development of formative and summative assessments.
- Provide a wide variety of different assessment opportunities and be relevant and motivating to students;
- Be criteria-related using published, agreed, learning objectives mandated by the IB and made clear to students by teachers before tasks begin;
- Measure what students understand, what they can do and what they know;
- Be both formative (to assist students in building understanding, skills and knowledge) and summative (to assess students' acquired understanding, skills and knowledge);

- Be ongoing and reflective;
- Allow students to evaluate their progress and set targets for improvement;
- Allow the school to evaluate the measure of success in meeting specific learning objectives;
- Be internally standardized both at departmental and grade level and between the Secondary and Primary School, to ensure consistency;
- Be geared toward an appraisal of a broad range of concepts, attitudes, knowledge and skills appropriate to an international and increasingly complex world.

The educational objectives, the learning outcomes and the assessment are intrinsically related.

3. Educational objectives



Be central to the learning-teaching process, Assessment should;

- Actively involve all learners.
- Be based on information that is both relevant and manageable
- Not be confined to recall and comprehension only, but include analysis, synthesis and evaluation as well.
- Illuminate qualitative aspects of learning: to reveal the true nature of the student 's understanding of the topic.

Assessment cycle at the GIS:

Assessment at Gateway International School is a structured and coherent whole which is an amalgamation of diagnostic, formative and summative assessments where all the above-mentioned principles are put into practice.

1. Is divided into two terms.
2. Each term is made of roughly 18 weeks excluding term breaks and term assessments.

Guidelines for Assessment Practice

PYP:

The three ways of assessment – assessment tasks, assessment strategies, and assessment tools

Assessment task – what do we want the students to express an understanding about? This would be based on the learning intentions e.g. –

- To assess an enduring understanding of the central idea
- To assess language skills
- To assess conceptual understanding in math

Assessment strategies – How students can express their understanding using a variety of strategies

Some examples –

Assess an enduring understanding of a central idea:

Through a visible thinking routine like ‘I used to think Now I think eg. Sustainable practices improve quality of life. Students can express what they used to think about sustainable practices and how their thinking changed during the unit. Student agency through a choice of writing a paragraph or recording a Flipgrid video for the same task.

Assess Language Skills:

- Writing a story to express how ‘Artistic expressions influence the lives of people in a society
- writing a poem to express; ‘how we reflect on, appreciate of the extent, and enjoy our creativity; our aesthetics.’ (Central idea- Using art forms to express ourselves to influence society.)

Assess conceptual understanding in Math:

- Integrated with the Unit of inquiry – e.g., Write an Essay to the Municipal officer to request safety crossings near schools (different ways of expression)
- Integrated-Create a presentation on - The use of lines in Art,2D &3D shapes that relate to the real-life scenarios Powerpoint / Canva etc.
- ICT enabled quizzes – Kahoot, Quizizz etc. There is quite a good selection of Math and English concepts available and reports are generated for individual students.

Assessment tools –

- How will the students be assessed on their completed tasks? How will teachers give feedback?
- Will students be given opportunities to co-construct success criteria, rubrics, self-assess, or peer assessments?

Examples of commonly used tools:

- Rubrics
- Checklists
- Anecdotal notes/records
- Continuums

What do we record?

Assessment at GIS is designed by teachers to incorporate a variety of methods/strategies which are relevant and motivating for the students. They must be seen as a package since they have been selected to prove ofproveaches and therefore to provide a balanced view of the student.

Assessment strategies

- **Observations**

All students are observed often and regularly, with the teacher taking a focus varying from a wide angle (Eg. focusing on the whole class) to close up (focusing on one student or one activity), and from not being a non-participant (outside the group) to being a participant (within the group)

- **Performance-Based Assessments:**

Performance-based Assessment provides authentic and significant challenges and problems. In these tasks, there are numerous approaches to the problem and rarely only one correct response. They are usually multimodal and require the use of many skills. Audio, video and narrative records are often useful for this kind of assessment. In broad terms, there are three types of performance-based assessments: performances, Portfolios, and projects. Some examples of performance-based assessments are;

1. Demonstrations (Science, sports, etc.)
2. Roleplays
3. Designing & conducting experiments
4. Expos- Exhibiting work to others
5. Community action service
6. Story illustrations
7. Model construction
8. Oral reports

- **Process-Focused Assessment:**

Students are observed often and regularly, and the observations are recorded by noting the behaviours, collecting multiple observations to enhance reliability, and synthesizing evidence from different contexts to increase validity.

A system of note-taking and record-keeping is created that minimizes writing and recording time. Checklists, inventories, and narrative descriptions (such as learning logs) are common methods of collecting observations. Some examples of process-focused assessments are;

1. Reflection Journals
2. Graphic organizers after different learning engagements

- **Open-ended tasks:**

These are situations in which children are asked to communicate an original response to a given stimulus. The answer might be a brief written answer, a drawing, a diagram or a solution. Some examples of open-ended tasks are;

1. Class charts
2. Model constructions
3. Photographs & video presentations
4. Illustrations, comic strips

- **Selected Response:**

The single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment. Some examples of selected response assessments are;

1. Multiple-choice tests
2. Cloze Passages
3. Tests & quizzes like true-false, multiple-choice & fill in the blanks

- **Constructed response assessments:**

Graphic organizers, mind-maps, templates, etc. Some examples of constructed response assessments are;

1. Data graphs
2. Flow charts
3. Visible Thinking Routines
4. Design Thinking.
5. Concept maps
6. Venn diagrams

In a particular grade, it is recommended that a variety and range of assessment strategies and methods are used.

How do we record?

- **Single Point Rubrics:** A tool to show growth and achievable goals.
- **Checklists-** These are lists of information, data, attributes, or elements that should be present.
- **Exemplars-** Samples of students' work that serve as concrete standards against which other samples are judged.
- **Rubrics-** An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale.
- **Anecdotal records-** Brief written notes based on observations of students.

Measuring Learning

When do we assess:

Does measuring learning aim to capture what a student has learned at a particular point in time?

Student learning is promoted through planning and refining the teaching & learning process to meet the individual or group needs. Assessing a student's prior knowledge, and their experiences during the teaching period enables the teachers to plan & refine their teaching accordingly. We at GIS assess the students on the following:

Prior Assessments <ul style="list-style-type: none">• Goal is to get to know your student's strengths, weaknesses and the skills and knowledge they possess before taking the instruction.	Ongoing Assessments <ul style="list-style-type: none">• The goal is to monitor student learning to provide feedback. It helps in identifying the understanding of concepts and mastery of skills. Based on this feedback teachers know what to focus on for the next step of learning.	Integrated Assessments <ul style="list-style-type: none">• Integrated assessments are an interdisciplinary approach to assessments based on combining, interpreting and communicating knowledge from diverse scientific disciplines.
Summative Assessments <ul style="list-style-type: none">• Summative assessment is aimed at assessing the extent to which the most important outcomes at the end of the instruction have been reached. It measures the effectiveness of learning, reactions on the instruction and the benefits on a long-term base. We are able to assess and check whether and how they use the learned knowledge, skills and learner profiles in action.	Self Assessments <ul style="list-style-type: none">• Self assessment involves students to identify their strength and weaknesses, develop their own performances with respect to skills and attributes and learn to self adjust their learning accordingly.• Self-assessment requires students to reflect on their own work and judge how well they have performed in relation to the assessment criteria.	Peer Assessment <ul style="list-style-type: none">• Peer Assessments involves students taking responsibility for assessing the work of their peers against set assessment criterias.• It encourages students to learn more deeply, build up their understanding, rather than just their knowledge of the facts, as well as gain an insight into their own approach to an assessment task in comparison to their peers.

Procedure Followed by Teachers:

- Teachers will take 12 weeks for EYP and 6 weeks for PYP to complete their learning.
- During the last week of every unit, summative assessments will be conducted.
- Three Formative assessment tasks (an ongoing process) will be conducted for students to analyze their understanding level of students on each line of inquiry and is recorded in the student portfolio and mangebac.
- Two weeks before the summative assessment, the Rubrics for the Summative assessment will be sent to the PYP coordinator for approval.
- After gaining approval from the PYP coordinator, the rubrics will be sent to students and parents to understand the criterion on which the student's work will be assessed.
- The Summative assessment will be conducted on the planned date and the students will be marked under the following indicators

❖ **Outstanding** means the child has consistently met grade level expectations with regards to demonstrate skills and/or understanding of concepts, and he/she can make connections at all times.

❖ **Proficient** means the child can demonstrate the use of skills independently has a clear understanding of concepts and can apply them all the time.

❖ **Consolidating** means the child can demonstrate the basic use of skills and understanding of concepts with some guidance.

❖ **Emerging** means the child needs considerable support in demonstrating skills and understanding of concepts.

❖ **Not Applicable** means that the criterion has not been covered this term or it does not apply to your child.

- The marked rubrics of the students will be documented in their portfolios.

PYP Exhibition:

In the culmination of the PYP, students carry out an extended, in-depth, collaborative project known as the PYP exhibition. This involves students working collaboratively to conduct an in-depth inquiry into real-life issues or problems. Students collectively synthesize all of the essential elements of the PYP in ways that can be shared with the whole school community. It also provides teachers with a powerful and authentic process for assessing student understanding. The exhibition represents a unique and significant opportunity for students to exhibit all the essential elements of the PYP developed throughout their PYP journey. It also provides schools and students with a wonderful opportunity to celebrate the transition of learners to the next phase of their education.

MYP:

- All assessment at GIS is criterion-related; however, DP uses distinct schemes and subject-specific criteria. The final report card/transcript levels of DP are out of 7, and a General Achievement Rubric facilitates correspondence between the MYP and the DP.
- In MYP, Grade boundaries are applied to determine the final level out of 7; for example, a student needs to achieve at least 28 out of 32 across the 4 criteria in any Subject to receive a grade of 7.
- Decimals, percentages, or fractions are not consistent with criterion-related assessment and are not used at GIS.
- All internal assessments should be designed to be formative for the student and summative where appropriate.
- Each assessment activity must allow students access to the full range of achievement descriptors. This may be achieved by assessing students against all strands within a descriptor, or by formulating assessment tasks that evaluate a limited number of strands.
- Assessment rubrics for MYP should be developed and applied to all summative

assessment tasks. These rubrics should link the subject criteria's level of achievement descriptors with task-specific clarifications.

- IB Diploma Teachers should scaffold assessment tasks through the program, or adapt examination (end-of-course) criteria so that students in the first year of study have access to the full range of assessment grades.

A well-constructed rubric should:

- Support learning by providing clear guidance;
- Provide transparency to the process for students, their families and teachers;
- Provide clear, measurable evidence of learning;
- Link generic descriptors and their command terms to task-specific clarifications.
- For the Diploma, assessed work may vary in its purpose and teachers are expected to use the full range of assessment activities. Teachers must inform students which criteria will be used to evaluate their work, both for internal assessment (IA) and external examination.
- Teachers must explain what is required for students to fulfil the criteria for any particular piece of assessed work.
- Feedback to students should be prompt (within 10 working days of work being submitted) and supportive
- Within the MYP, grading is undertaken positively and consistently about clear subject criteria. Teachers look for evidence of what students know and understand. Teachers always reward alternative but equally valid answers that contain coherent ideas which are relevant to the question. Any mark scheme used should not be considered exhaustive.
- When using criterion-related assessment, student answers are placed where the majority

of descriptors correspond to the student’s work. If the descriptors include many strands of an objective and student performance is at a high level on most of the strands but not all of them, teachers adopt a “best-fit” model. If most of the performance was, for example, at the 5–6 level, and yet student work on a particular strand was missing, teachers might consider reducing the overall performance to a lower band. If a piece of work seems to fall between two-level descriptors, only partially fulfilling the requirements of the higher descriptor, teachers will re-read both of the descriptors in question and choose the descriptor which is a ‘best-fit description of the candidate's work.

- When using an IB Diploma mark scheme, ideally grading will follow the grade boundaries set by the school.

DP Grade Boundaries

Subject	Grade	Grade Boundaries
Language and Literature (HL)	7	80-100
	6	60-79
	5	50-59
	4	40-49
	3	30-39
	2	16-29
	1	0-15
Language and Literature (SL)	7	76-100
	6	57-75
	5	46-56
	4	35-45
	3	26-34
	2	11-25
	1	0-10
Language Acquisition: French B Or Tamil B	7	83-100
	6	71-82
	5	58-70
	4	42-57
	3	30-41
	2	11-29
	1	0-10
Language Acquisition French ab initio	7	85-100
	6	70-84

Or Spanish ab-initio	5	55-69
	4	43-54
	3	30-42
	2	13-29
	1	0-12
ITGS (HL)	7	75-100
	6	60-74
	5	48-59
	4	32-47
	3	20-31
	2	11-19
	1	0-10
ITGS(SL)	7	70-100
	6	55-69
	5	43-54
	4	31-42
	3	19-30
	2	8-18
	1	0-7
Digital Society (HL)	7	75-100
	6	60-74
	5	48-59
	4	32-47
	3	20-31
	2	11-19
	1	0-10
Digital Society (SL)	7	70-100
	6	55-69
	5	43-54
	4	31-42
	3	19-30
	2	8-18
	1	0-7
Business Management (SL)	7	59-100
	6	53-58
	5	46-52
	4	33-45
	3	21-32
	2	11-20
	1	0-10
Business Management (HL)	7	61-100
	6	55-60
	5	45-55
	4	36-45
	2	11-25

	1	0-10
Economics (HL)	7	80-100
	6	70-79
	5	55-69
	4	45-54
	3	35-44
	2	22-34
	1	0-21
Economics (SL)	7	75-100
	6	63-74
	5	52-62
	4	43-51
	3	32-42
	2	19-31
	1	0-18
History (SL)	7	70-100
	6	60-69
	5	50-59
	4	39-49
	3	31-38
	2	12-30
	1	0-11
History (HL)	7	75-100
	6	60-64
	5	50-59
	4	39-49
	3	31-38
	2	12-30
	1	0-11
Psychology (SL)	7	66-100
	6	52-65
	5	42-51
	4	29-41
	3	17-28
	2	8-16
	1	0-7
Psychology (HL)	7	75-100
	6	65-74
	5	55-64
	4	48-54
	3	30-47
	2	20-29
	1	0-19
Physics (HL)	7	75-100
	6	60-74

	5	43-59
	4	35-42
	3	25-34
	2	18-24
	1	0-17
Physics (SL)	7	75-100
	6	60-74
	5	45-59
	4	33-44
	3	20-32
	2	12-18
	1	0-11
Chemistry (HL)	7	85-100
	6	70-84
	5	55-69
	4	41-54
	3	25-40
	2	11-24
	1	0-10
Chemistry (SL)	7	85-100
	6	70-84
	5	50-69
	4	30-49
	3	15-29
	2	9-14
	1	0-8
Biology (HL)	7	80-100
	6	65-79
	5	53-64
	4	40-52
	3	30-39
	2	11-29
	1	0-10
Biology (SL)	7	80-100
	6	70-79
	5	58-69
	4	48-57
	3	35-47
	2	11-34
	1	0-10
ESS (SL)	7	75-100
	6	60-74
	5	45-59
	4	35-44
	3	28-34
	2	12-27

	1	0-11
Design Technology (HL)	7	71-100
	6	56-70
	5	43-55
	4	31-42
	3	21-30
	2	11-20
	1	0-10
Design Technology (SL)	7	57-100
	6	49-56
	5	32-48
	4	25-31
	3	19-24
	2	7-18
	1	0-6
Computer Science (HL)	7	75-100
	6	52-74
	5	40-51
	4	30-39
	3	19-29
	2	13-18
	1	0-12
Computer Science (SL)	7	70-100
	6	47-69
	5	35-46
	4	25-34
	3	14-24
	2	8-13
	1	0-7
Math (HL) Analysis and Approaches	7	80-100
	6	65-79
	5	56-64
	4	40-55
	3	20-39
	2	10-19
	1	0-9
Math (SL) Analysis and Approaches	7	80-100
	6	60-79
	5	45-59
	4	33-44
	3	23-32
	2	15-22
	1	0-14
TOK	A	23-30
	B	18-22

	C	12-17
	D	6-11
	E	0-5

Internal and External Assessment

Internal and external assessment is a feature of the IB Diploma Program. Internal assessment is undertaken by all Higher Secondary School teachers; external assessment involves teachers and/or coordinators sending candidate work to IB examiners for assessment.

TYPES OF ASSESSMENTS

Summative Assessment: (Assessment of learning)

Evaluation of student achievement through a culminating activity generally at the end of a course of study or a unit. Summative assessments usually involve higher-order thinking skills on Bloom's Taxonomy and engage students to come up with products, which demonstrate their understanding. In the MYP the Global Context, Key Concept, Related concept and the Statement of Inquiry drive the Summative task. The Summative task should be able to let the student explore and create understanding and meaning based on the Statement of Inquiry. Summative tasks are generally open-ended task, which presents a stimulus for a student to communicate an original response. The response could be in many forms such as presentations, an essay, a diagram or a solution to a problem. Summative tasks will always be assessed based on subject criteria. Some of the examples of summative tasks are:

- Compositions – Musical, Physical, Artistic
- Creation of solutions or products in response to problems.

- Essays
- Examinations
- Investigations
- Research
- Performances
- Presentations (Oral or written)

Formative Assessment: (Assessment for learning)

Formative assessment enables teachers to address the needs of individual students when planning units of work and designing learning activities. The emphasis here is on making the student a better judge of his or her performance and then helping him or her develop strategies to improve. Formative assessment focuses on assessment as an essential learning process (learning how to learn). The evaluation is aimed at identifying the learning needs of students and forming part of the learning process itself. Formative assessments take place throughout the study. The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- Help students identify their strengths and weaknesses and target areas that need work
- Help faculty recognize where students are struggling and address problems immediately
- Formative assessments are generally low stakes, which means that they have low or no point value. Formative assessment and teaching are directly linked and provide feedback that is

responsive to student needs and informs teaching practice.

- Formative assessments may take a variety of formats (including, for example, anecdotal records, student reflections, student/teacher feedback, peer-to-peer evaluations, student conversation, classroom participation, individual and group information or progress, skill development, etc.

Examples of formative assessments include asking students to:

- Draw a concept map in class to represent their understanding of a topic
- Submit one or two sentences identifying the main point of a lecture
- Turn in a research proposal for early feedback

A distinction is often made between **summative** assessment, aimed at determining the level of achievement of a student generally at the end of a course of study, and **formative** assessment, aimed at identifying the learning needs of students and forming part of the learning process itself.

Although these two functions are quite distinct, the same assessment instruments can often be used for either purpose, the difference lies in the way the outcomes of the assessment are interpreted and applied (Black, 1993a; William and Black, 1996). Biggs

(1998) has also made it clear that it is not helpful to regard formative and summative assessment as being mutually exclusive. The two approaches should interact and be mutually supportive.

Standardization of Assessments in MYP:

Standardization is the practice of comparing each student's performance to a set of objectives based on specified criteria and strands. Teachers at GIS communicate their expectations and understanding of shared criteria and standards (task-specific clarification) with one another to make their decisions about student learning more consistent. Teachers

can use standardization to improve the consistency and reliability of the assessment data they collect so that it can be utilized to guide and improve teaching practices and improve student learning. Standardization ensures that teachers are held accountable for assessing students' work accurately and consistently.

Internal Standardization:

Teachers Standardizing Students' Assessment:

IB Standard: Learning (04): Approaches to Assessment 0404-03:

Teachers standardize their assessment of student work to ensure reliable results by IB guidelines. (0404-03-0121)

At Gateway International School, formative assessments are conducted during the learning process and summative assessment is conducted at the end of each unit for every subject. Objectives for each subject in the MYP programme are the goals of each subject. We, teachers, aim for our students to know, understand, and inculcate the knowledge gained throughout the programme by the end of MYP5.

To standardize formative assessments, a minimum of two formatives are conducted based on the assessment criteria and application of subject-specific command terms. Task-specific clarification is framed by catering to the learning requirement of the students to improve their level of achievement. Teachers give feedback based on subject-specific criteria and personalised comments on students' performance to enhance their level in the upcoming assessment.

A subject-wise task-specific clarification that includes assessment criteria and levels is used to standardize summative assessment. Task-specific clarification is framed to evaluate the student's performance according to various levels of MYP assessment criteria. Each criterion is assessed against the maximum level of 8 and the overall grade for each subject is awarded against a level of 7.

The teacher uses the "Best fit Approach" to finalise the level and grade of assessment.

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

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Investigating	Developing	Creating/performing	Evaluating
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Community project	Investigating	Planning	Taking action	Reflecting
Personal project	Planning	Applying skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

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Teacher-to-Teacher Standardization

- Teachers will arrange a face-to-face meeting to share a range of assessments that have been completed by their students.

- Copies of the work, devoid of comments and grades, will be brought to the standardization meeting by the teachers involved.
- The sample assessments must be reflective of the grade ranges produced by the students during this assessment task.
- The standardizing teachers will use the appropriate task-specific clarification to grade the assessment tasks previously graded by their colleagues and compare grades. None of the moderators must be aware of prior grades awarded during the standardization process or awarded by others participating in the standardization process.
- A discussion will then take place on the results of the standardization (moderation) with the Department heads and the MYP coordinator.
- The entire process should transpire before the grades are published to students and formally documented.
 - Note that if a course is delivered by a single teacher, it is the expectation that the grading of assessments is still standardized according to the above protocols.

Student to Student Standardization

Teachers empower students to grade their peers' work using the same process detailed above. Please note that Student to Student Standardization does not need to adhere to the final bullet point of Teacher-to-Teacher Standardization.

For student-to-student standardization to be successful, students must be:

- Trained how to use criteria referencing
- Guided carefully through the criteria
- Provided with the guidelines for a best-fit approach to criteria
- Coached on the use and definitions of wording used in the criteria descriptors
- Exposed to the command terms

Student to Student Standardization is an important student-centred tool for learning. Teachers guide the standardization among students and help them to develop their understanding of the assessment criteria and expectations.

Student to Student Standardization has a direct, positive impact on teaching and learning as both teacher and student develop shared expectations and understanding of what quality work looks like and what criteria define it. Both students' and teachers' assessment capability can be powerfully enriched.

Standardization of Assessments in MYP

At GIS, each unit within a subject should aim to set two assessments for each unit of inquiry. Teachers will use the Teacher-to-Teacher Standardization method to internally standardize a minimum of three assessments per year, within each subject area. A minimum of three student High/Medium/Low (H/M/L) samples (for courses with more than three students) must be standardized per course, each year. Taking into consideration the type of assessment, criteria, grade level and unit of inquiry.

Standardization of Personal Projects

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

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

Examination Sessions in the DP

- **Grade 11**

Term Exams are held in December and in May

- **Grade 12**

Term 1 Exams are held in December and IB exams take place in May

Summative assessment in the Diploma Programme at GIS is defined as an assessment directly contributing to semester grades, predicted grades and internal assessment grades. It is conducted primarily in the form of semester exams and also in the form of in-class unit tests, projects and internal assessment tasks. The internal assessment final grade also contributes towards a proportion of the final IB Diploma Grade that is awarded by the IB. The weightage of the internal assessment grade varies between 20% and 30% from one subject area to another. The main goal of summative assessment is to support and encourage appropriate student learning.

- Summative assessment happens at the end of a teaching and learning process or experience and is planned for in advance i.e. at the end of each unit.
- The assessment is designed so that students can demonstrate their learning in authentic contexts and apply it in new ways. This allows the teacher to measure the student's understanding of the concept according to the objectives in each subject area but also can inform and improve student learning.
- Summative assessments may take a variety of formats (including, for example, tests, examinations, reports, essays, presentations, projects, etc.).
- In the context of the Diploma Programme (DP), the term **formal assessment** is preferred to describe all those assessment instruments that are used to contribute to the final qualification. Some of these instruments can be used formatively during the study as well as summative towards the end of it, an approach that has been proposed elsewhere. (for example, Lambert and Lines, 2000, Ch 10).

The following list illustrates some practices that may be used:

- Student self-evaluation supported by the teacher
- Systematic use of detailed assessment criteria (rubrics, matrices)
- an ICT resource such as a blog
- Assessment tools which are primarily used for summative assessment are adapted to use as formative assessment.
- Through a variety of methods, ongoing and regular assessment is used during the teaching and learning process to inform teachers and students about how the learning is developing.

Self –Assessment

- In keeping with the ethos of approaches to learning, GIS also makes use of quantitative and qualitative assessment strategies and tools that provide opportunities for peer assessment and self-assessment.
- The recording and reporting of individual levels of achievement are organized in ways that provide students with detailed feedback on their progress as it relates to the assessment criteria for each subject group.

Absenteeism during Assessments

If a student misses a semester assessment because of a serious illness or medical condition, the respective Coordinator after discussion with the principal may at his/ her discretion conduct a reassessment provided the illness is verified. Concerning IB examinations, the policies set by the Board will be applicable.

The procedure followed by teachers

- 1) Plan and prepare the Semester Assessments Question paper as per the curriculum and assessment objectives.
- 2) Question paper should be submitted along with the answer key to the coordinator four weeks before the assessments.

Correcting Term Assessment Papers

- The answer papers will be handed over to the Examination cell and teachers are not allowed to take the answer scripts home for correction.
- The answer scripts should be collected from the examination cell during the free hours and should be returned at the end of the day.
- The marking should be done according to the answer key approved by the Subject Head /Coordinator
- When monitoring or assessing student work staff must put the initial, date and written feedback on the student's work.
- Department / Subject Head/Coordinator will be responsible for moderating the marking done by the teachers before any results are released to support and maintain the reputation and equity of the teacher and the school.
- Students should be given the marked assessment papers promptly and teachers should discuss the correct answers with the class.

Awarding Semester Grades:

In each subject, the award of a summative semester grade requires the translation of a variety of

criteria referenced grades awarded through each semester into a single 7 (high)-1 (low) grade. Each subject has specific criteria and these criteria are measured on numeric scales, which differ by subject/course. Each Head of Department must have these criteria identified in their curriculum documentation.

Awarding Grades for the IB Diploma Programme

Grades awarded for criteria-referenced tasks are translated into final 7 (high)-1 (low) reported grades by measuring performance against moderated grade boundaries, based on boundaries set by the school.

School Grading Policy

- If the student fails to submit the work on time, he/she will not be graded.
- The student needs to maintain the norms of academic honesty.
- In case the work submitted by the student is not authentic he will not be graded as mentioned in the academic honesty policy.

Special Provisions

As per IBO SEN Policy, the students who have documented mild to moderate will be given special provisions as per the recommendations suggested by IBO.

Facilitating Assessment

- Refer to the “Assessment” section in IB DP from Principles to Practice.
- Consult subject guides, mark schemes and Examiners Reports on the PRC for current

grade boundaries and criteria.

Supporting Assessments:

GIS's expectations of the student

The teacher can expect the student to:

- Be on time to class and prepared with all the appropriate materials for classwork and assessment activities
- Respect others' right to learn and to collaborate constructively with peers
- Submit any required work – homework, classwork, assignments and projects, etc. – on time and with due diligence
- Present work neatly and appropriately, i.e., general written work should be completed in blue or black ink, and diagrams should be in pencil and/or coloured pencils.
- A “4” in the DP program is commonly seen as the minimum requirement to secure a passing grade in external examinations.
- The parents of students who may be at risk of scoring less than 4 at the end of a semester should be engaged in a dialogue with the teacher and/or program coordinator aimed at implementing measures to improve learning.
- Parents should have been forewarned of the possibility of their child receiving a grade lower than a 4, with sufficient time subsequently available to allow the student to change his/her approach to their learning and improve his/her performance.
- If the student has a learning issue, the school may develop an individualized learning plan to modify course objectives. Before the release of semester grades, the relevant IB program coordinator must be informed of any grade of 1 or 2 across the semester. The teacher

awarding grades of a 1 or 2 should also supply the coordinator with the relevant correspondence with the student and parents, and all information about measures taken to address the student's difficulties. This should be copied to the relevant Head of Department, Head of School and homeroom teacher.

GIS's expectations of the teacher

The student can expect the teacher to:

- identify the requirements for each piece of work, providing students with task-specific clarification of relevant assessment criteria/rubrics
- Provide adequate time for students to complete any given assessment task
- Provide adequate access to materials necessary for the successful completion of any assessment task
- Assess all work appropriately and return it to students in good time with the feedback.

GIS's expectations of the parent

The school encourages parents to offer constructive and positive support as their children complete their school work; however, this support should not go so far as to compromise the authenticity of the child's work.

The school recommends that

- A student should be provided with a quiet space at home and adequate time to complete their school work
- A student has access to a computer
- A student has Internet access and/or access to books library

- Internet and library access are available on campus, both during and immediately after school hours.

Submission of Student Work

All summative assessment criteria are informed to students by email. The email will include the following features:

- Portions/Syllabus for summative assessment
- Time table
- The criteria to be assessed, with generic descriptors and task-specific clarifications
- Task's due date
- An IBDP candidate should only receive a level 0 if the work has either not been handed in, or the material is entirely irrelevant/incorrect.

At the beginning of each month, the monthly newsletter is sent to all parents indicating all the activities planned for the month with the timetable and portions for the monthly summative assessment.

Formative assessment tasks to check for student understanding are more usually notified through the student's homework diary with information about the teacher's expectations and task due dates.

Time, Procedure, Penalties

- All work is expected to be submitted on the due date at the time specified in the student's homework diary.

- Work must be handed to the relevant teacher or submitted online when requested.
- It is the responsibility of the student to ensure that work has been received by the teacher.
- There will be consequences for late submission of work. This will be determined by the professional judgment of classroom teachers and may take into consideration the following factors:
 - the age of the student
 - previous occurrences
 - the student's academic history (e.g. whether the student has specific learning needs)
 - other personal circumstances
- Teachers are encouraged to liaise with the DP Coordinator if they have concerns over late/non-submission of student work.
- Parents will be notified in writing when the assessment is not submitted on the due date.
- In serious instances/re-occurrences, the DP Coordinator will meet with students and parents.
- Work not submitted on time (without adequate explanation or being unreasonably late) may be marked but with no credit recorded at the discretion of the teacher. The task may still be required to be completed to demonstrate an ability to meet the criteria for the task and course requirements.
- Incomplete work should be submitted on time despite not being finished.

Strategies and Tools used for assessment:

- All teachers will assess students' prior knowledge and experience before appropriately embarking on new learning experiences. Observations: All students are observed regularly, with the teachers' taking notes on the individual, the group, and the whole class. Observations include how groups work and the roles of participants within the group.

Performance Assessments:

- The assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems. There are numerous approaches to the problem and rarely only one correct answer. (Use of audio, video and narrative records encouraged).

Process-focused Assessments-

- Students are observed often & regularly by noting the typical & nontypical behaviours- collecting multiple observations to enhance reliability and validity.

Selected responses-

- Test & quizzes are the most familiar examples of this form of assessment.

Open-ended tasks-

- Situations in which students are presented with a stimulus and asked to communicate an original response. The answer may be written, drawn, a diagram or a solution.

Tools Checklists:

- These are lists of information, data, attributes or elements that should be present. A mark

scheme is a type of checklist.

Rubrics:

- An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in the student's work and then how to rate them on a predetermined scale. Rubrics can be developed by the student as well as the teacher. Exemplars: Samples of students' work that serve as concrete standards against which other samples are judged.

Anecdotal records:

- These are brief written notes based on observations of students. They need to be systematically compiled and organized.

GIS School Examinations: Specific Guidelines

General

1. When instructed to enter the examination room, students must do so in a quiet and orderly manner.
2. No form of refreshment, except water carried in a resealable container, may be taken into the examination room.
3. Students may take to their desk/table only the following items:
 - General stationery (for example, pens, pencils, coloured pencils, an eraser, geometry instruments and a ruler). Pencil cases must be clear (transparent).

- Other materials specified by the school as required for a particular examination (for example, an electronic calculator).
4. The examination supervisor will decide where each student will sit during an examination.
 5. Students must remain seated until permission is given to leave the examination room.
 6. The instructions of the examination supervisor must be obeyed. The examination supervisor has the right to expel from the examination room any student whose behaviour is interfering with the proper conduct of the examinations.

Late arrival

7. Students arriving late for the examination will be not allowed additional time to complete the examination.

Malpractice

8. During the examination, and at other times specified by the examination supervisor, a student must not communicate with any other candidate. Failure to observe this regulation may constitute malpractice, resulting in no grade being awarded for the examination.
9. If a student finds that he or she has accidentally taken unauthorized material (papers, books, notes of any kind) into an examination, this material must be given to the examination supervisor immediately. Failure to do so may lead to no grade being awarded for the examination.
10. Early departures

11. Students will not be allowed to leave the examination room during the first hour or the last 15 minutes of any examination. If the duration of the examination is less than one hour and 15 minutes, students will not be allowed to leave during the examination.
12. If a student leaves the examination before the scheduled finishing time, the student will not be allowed to return.

End of the examination

13. No examination materials – examination papers, answer papers, rough working – may be taken out of the examination hall.
14. Students must leave the examination room in a quiet and orderly manner.
15. After completing the e-assessments, the students are expected to mail the answer scripts to their respective subject teachers. They can leave the examination hall only after getting acknowledgement from their corresponding subject teachers for the same.

Academic Honesty

If a teacher suspects that a student is guilty of malpractice, he/she should not award a level of achievement and refer to the school's Academic Honesty Policy for further guidance. If a teacher, or another member of staff, suspects that a DP student may have breached the school's standards of academic honesty, he or she will inform the relevant IB Coordinator. The latter will investigate the matter and will inform the student of the concerns of the teacher, giving the student the chance to reply to the accusations. If it can be shown that inappropriate work has been submitted, the IB Coordinator will determine whether or not the case is one of academic

dishonesty or an academic infringement. Again, in line with the IB's policy and practice, the determining difference between these two possibilities will be one of intent. In serious or contested circumstances, the principal will decide the outcome of the case.

Homework Policy

Homework is a necessary adjunct to classroom teaching, and all students can expect to receive homework regularly. Homework is intended to reinforce work covered in class and to help students develop important habits of self-discipline, organization and self-reliance.

The school operates a homework timetable for students. In line with our policy of fostering independent learning and striving to develop the dispositions of the IB Learner Profile, we promote a collaborative approach to the setting of homework, through which teachers will plan homework schedules at regular curriculum planning meetings and will, as appropriate, involve students in the setting of deadlines. Students are responsible for organizing their time appropriately to manage long-term projects.

Teachers expect homework to be done properly and punctually. Failure to do homework is treated seriously, and when completing homework is perceived to be problematic, the teacher will notify the student's homeroom teacher, who may require the student to forfeit his/her recess to complete the outstanding work, or be asked to attend homework club. Parents will be notified should a student repeatedly fail to submit school work.

Facilitating Assessment adapted from GIS Internal standardization

- Allows us to make consistent, reliable and valid decisions across different points in time. Prevents 'assessment creep', whereby assessment judgments change over time due to variables that challenge the consistency of practice (staff changes, changes in student numbers or changing education demands).
- Always applies the same standardized criteria, ensuring consistency over time.
- Utilizes examples to reference criteria judgments. These examples would be used within the practice phase of the moderation process.
- Engages teachers and students with the principles of assessment for learning. Recognizing where assessment for learning is interwoven through the moderation process is important so we can value and emphasize this practice.

Internal standardization improves assessment because:

- Systemic and individual teacher decisions are made with increased confidence.
- Reliability, validity and fairness within the process are enhanced, so achievement decisions are defensible.
- Dependable information is recorded and used for a variety of teaching, learning and reporting purposes.
- It provides us with more reliable and valid information when comparing cohort data with historical information.

Internal standardization engages us in:

a) Learning conversations:

- Teachers and students discuss their interpretations of achievement criteria using evidence.
- Teachers and students compare samples of work with examples.
- Teachers and students clarify current skills, knowledge and understanding, past improvements and future learning goals.
- Students receive dependable achievement information to act on.

b) Teaching conversations:

- Teachers learn from each other so curriculum and pedagogical content knowledge improve.
- Professional learning needs can be identified when analyzing the achievement data or through moderation.
- Classroom teaching and learning programmes can be adjusted to meet student learning needs.
- Individual and collective student achievement trends become clearer.

c) Community conversations:

- Evidence of learning can be confidently shared.
- Reliable information is used to make teaching and learning decisions, which helps when communicating with other professional agencies.
- Dependable information can be discussed with students and parents

- Dependable achievement information influences strategic directions, including budget allocation and professional development planning.

DP Assessment:

DP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme.

To provide students with opportunities to achieve at the highest level, DP teachers develop rigorous tasks such as formal and informal oral work, written work such as objective tests, structured short answers, tests, open-book tests, data response, essays, coursework and projects and practical work such as knowledge and use of apparatus, identifying and solving problems, construction of a formal lab report, etc. that embrace a variety of assessment strategies. In the DP, teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent.

Across a variety of assessment tasks (authentic performances of understanding), teachers use descriptors to identify students' achievement levels against established assessment criteria.

DP internal (school-based) assessment uses a —best-fit‖ approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically.

This —criterion-related approach represents a philosophy of assessment that is neither —norm-referenced (where students must be compared to each other and expected distribution of

achievement) nor —criterion-referenced (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level).

How students are assessed in the DP

Students are assessed according to pre-determined objectives related to assessment criteria in a given subject.

- Students are given Subject Criteria.
- Student work is marked according to the Criteria.
- Students are assessed on their level of achievement.
- Students are assessed through a variety of tasks.
- Students understand that assessment is criterion-based, transparent and accessible in terms of what is required.
- Students are provided continuous feedback on their learning.

Criterion-related Assessment

The DP assessment model is also described as criterion-related as it is based upon predetermined criteria that all students should have access to.

The DP identifies a set of objectives for each subject group, which are directly related to the assessment criteria of that subject group.

The level of student success in reaching the objectives of each subject group is measured in terms of levels of achievement described in each assessment criterion.

During reporting periods (end of semesters 1 and 2), students will receive criterion-related grades on a scale of 1-7.

General grade descriptors provide written descriptions of each of the grades from 1-to 7.

Given below are the **subject-specific criteria and grade boundaries**.

To determine the term and final grades for the DP, each subject teacher will apply the final criterion levels against IB DP grade boundaries.

The DP's curricular structure defines the framework in which assessment must operate. Individual assessment models are constructed for each subject at both HL and SL, for the theory of knowledge (TOK) and the extended essay.

Two examination sessions are held each year, in May and November, with results being released in early July and early January respectively. The published results are made up of subject grades, which equate to diploma points, in the range from 1 (lowest) to 7 (highest) at HL and SL, and grades from E (lowest) to A (highest) for TOK and the extended essay. A matrix table converts the combined letter grades for TOK and the extended essay into points scores from 0 to 3.

CAS does not contribute to the points total, but authenticated participation in CAS is a requirement without which the diploma cannot be awarded.

Thus, the maximum possible points total for a DP student is 45 (6 × 7, plus 3). A student gaining 24 points or more, subject to certain conditions relating to the distribution of points across subjects, will be awarded the diploma.

The policy of making the same number of points available for both HL and SL courses, despite the difference in workload and achievement at the two levels, is a deliberate one, encouraging students to regard their SL courses as equally important to their HL courses. Students are encouraged to achieve their best across all disciplines and are appropriately rewarded for doing so.

All courses should normally have either three or four separate assessment components. Where appropriate, these components will include internal (school-based) assessment as well as external assessment. No individual assessment component should normally be worth less than 20% or more than 50% of the overall assessment and internally assessed components should in total contribute no more than 50% of the overall assessment. The balance between internal and external assessment must be such as to ensure that all the objectives of the course are adequately and appropriately assessed

Inappropriate grading practices

The following grading practices are inappropriate and are counter to DP assessment principles.

- Determining grades using a proportion of scores for classwork, homework and tests
- Determining grades by averaging summative performance scores over the year
- Using single pieces of work to determine final grades

Reporting Communication System

- Reporting on assessment is about communicating what students know, understand and can do. It describes the progress of a student's learning, identifies areas for growth, and contributes to the efficacy of the programme. This gives a holistic view of the student's learning journey.

The following ways of reporting to parents will be used and have proved effective:

- **Report cards**—in which all teachers add the achievement level of the students from their subject, and provide specific comments for further improvement.

- **Parent conferences**—in which teachers communicate students’ performance, achievements and further support required to parents openly and transparently, possibly showing examples of each student ‘s work.
- **Student-led conferences**—in which students share their learning experiences with their parents, possibly supported with a portfolio of their learning experiences.

Ongoing communication:

- Teachers can be contacted by e-mail or during telephone hours. Individual meetings with teachers: By appointment, to discuss student performance and progress.

ASSESSMENT DOCUMENTATION.

How are we recording? How do we collect and analyse the data?

Recording and tracking

Record keeping and assessment provide the mechanism through which teachers can focus on the needs and attainment of each child and also to further develop the curriculum. The information recorded must be necessary, relevant and useful.

The recording process is based on evidence from:

- observation
- listening
- questioning
- referring to examples of student work

- setting tasks/tests and assessing it

We keep records to

- check the student's progress and ensure that the curriculum guarantees continuity and progression through the programmes of study from class to class;
- provide teachers with information which enables plans and schemes of work and the allocation of resources and teaching methods to be evaluated and modified where appropriate;
- provide feedback to students as well as form a basis for discussion about their strengths, weaknesses and areas for future focus;
- provide evidence that will be used as a basis for discussion with parents about the attainment and achievement of their children;

Examples of Records

- Mid-semester reports and end-of-semester reports
- Assessment record Sheets and Personal Engagement Sheets (in specific subject areas)
- Summative records of achievement
- Admission Profiling.
- Benchmark testing
- Formative records of attainment in Students' portfolio
- Student achievement portfolio [for the student-led conference]
- Individual records -progress in specific areas; teacher's records and
- Student's books

Reporting System at GIS IB:

Teachers are required to continuously record the progress of students. Reporting needs to be simple, clear and precise. Semester grades and predicted grades must be based on a range of evidence including but not limited

to semester exam grades and unit tests. Where appropriate, e.g. internal assessment, they need to detail the targeted criteria

The student's progress will be shared with the parents in the following ways

- All the assessed materials with the teacher's comment will be uploaded in the Managebac periodically to which all parents have access.
- Regular PTM will be conducted after the Term Examinations.
- Parents have the freedom to communicate with the teachers every Friday between 3:30 PM to 4:30 pm and on the 1st and 3rd Saturday of Every Month.
- Term Reports will be provided to the parents at the end of Term 1 and the Final Term.
- Weekly Reports on the Learning Engagements that happened throughout the week will be shared with all parents through email every week.
- Student Led Conference will be conducted for students of K1 to MYP 4 at the end of each Term.

Result analysis

- After each term assessment the class teacher, with the help of the subject teacher prepares a statistical report based on the student's progress and updates the Coordinator/ Principal.
- Action plans for students' better performance are made based on this report in consultation with subject teachers, Coordinators and the Principal. Success ratings of previous years if available are taken and compared to see if action plans have their effect.

This document is a working document that will be reviewed from time to time

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