



ASSESSMENT POLICY FOR PYP & MYP

Rupani Academy is a candidate school for the Middle Year Program (MYP). The school is pursuing authorization for MYP as an IB World school. Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Programme(PYP), the Middle Years Programme(MYP), the Diploma Programme, or the Career – related Programme(CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its Programmes, visit <http://www.ibo.org>

IB Learner Profile

- **Inquirers**

Learner involves in the processes of curiosity and develop skills to ask questions, conduct research, and demonstrate independence in learning.

- **Knowledgeable**

Learners explore ideas, issues, and concepts that hold local and global significance before, during and after assessment.

- **Thinkers**

Learner applies creative and critical thinking approach to analyze, and solve complex problems during assessment.

- **Open-minded**

Learner can easily seek, evaluate, and comprehend different points of view and easily facilitate their growth and learning from those experiences.

- **Caring**

Learner shows concern and kindness for the well-being of others and demonstrate it via different assessed and non-assesses tasks.

- **Risk-takers**

Learner show bravery in dealing with familiar and unfamiliar and uncertain situations.

- **Balanced**

Ensure an existing balance in different types of assessments and recognize and accept the independence that they have with school community and with the world in which they live.

- **Communicators**

Learner show their ability to use various languages and communication channels to convey information in assessments.

- **Principled**

Demonstrate deep sense of respect, fairness, and justice not only for themselves but also for various groups and societies around them.

- **Reflective**

Having the ability to understand what makes them stronger and accepting their limitations so that they can best learn and develop their selves as a reflective person.

Assessment Policy

Rupani Academy is an International Baccalaureate authorized school for Primary Years Programme (PYP) and candidate school for Middle Years Programme (MYP), pursuing authorization as an IB World School for IB Middle Years programme. IB World Schools share a common philosophy- a commitment to high-quality, challenging, and international education- that we believe is important for our students.

International Baccalaureate Mission Statement

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

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. (IBO)

Rupani Academy Mission Statement

To provide quality education focusing on life skills and personality development for the upbringing of a generation of productive and contributing global citizens.

Rupani Academy Vision Statement

A sustainable, educated, and pluralistic society for future generations.

Philosophy of Assessment at Rupani Academy

At Rupani Academy we believe that assessment is an essential/crucial part of an effective teaching and learning process. It is primarily conducted to support and improve student learning. Teachers can obtain, analyze and interpret evidence derived from a set of assessments.

The IB mission statement can be viewed at: <https://ibo.org/about-the-ib/mission/>

The IB learner profile can be viewed at: <https://ibo.org/benefits/learner-profile/>

Assessment Practices at Rupani Academy:

Rupani Academy assesses students against age-related learning outcomes, IB Learner Profiles, concepts and Approaches to Learning through diagnostic, formative, and summative assessments. Performance of students, in both Formative and Summative assessment is shared with parents, discussing students' behavior, participation, progress and challenges in face to face meetings.

Assessment at Rupani Academy is considered integral to collaborative planning, teaching, and learning.

What is Assessment

“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 4 carried out over a prolonged period and sometimes marked by the student’s teacher” (IBO, 2004: 3).

Purpose of Assessment

- Assessment is an integral part of the teaching and learning process, as it determines how well students are achieving the age appropriate/level wise learning outcomes.
- Assessment affects decisions about grades, placement, advancement, instructional needs, and curriculum.
- It provides feedback to students on their own learning and their performance as per the criteria outlined in the task/curriculum.
- It helps in summing- up pupils’ progress to inform students and teachers on what has been achieved and also to identify students' individual learning needs.
- It provides the school with processes through which to critically evaluate the programme running in the system. This further helps in determining the effectiveness and credibility of inculcating a curriculum within the school community.

Role of the Student

- Designing and creating SMART goals and establishing achievement targets; reflecting on their learning and planning the next steps
- Understanding self-assessment criteria and discussing their own progress
- Selecting evidence, such as samples of their learning, that best demonstrate the intended learning goals
- Designing assessment rubrics, check list and success criteria
- Drawing on feedback to adapt their learning and identify where and when to make improvements.

Role of the Teacher

- Supporting students to become assessment capable
- Using multiple strategies and tools to determine what students know and understand
- Giving appropriate feedback to support learning
- Reporting student progress with the learning community through data
- Creating opportunities for students to demonstrate their learning and development
- Using assessments to reflect and adjust their own practices

Assessment Strategies at Rupani Academy

Rupani Academy assesses students to appraise, evaluate and document knowledge, skills, attitudes, action and learning process of children to enhance their learning and fulfill educational needs and goals. Rupani academy uses a variety of formal and informal assessment techniques to measure learning.

Forms of Assessment

1. Diagnostic Assessment:

Rupani Academy applies Diagnostic Assessment to evaluate student's strengths, weaknesses, knowledge, and skills before their unit of inquiry, at the beginning of a course, grade level, unit, or lesson. On the bases of diagnostic assessments students are categorized as

Tools for Diagnostic Assessment:

The following tools are used for Diagnostic Assessment:

a. Mind map: mind mapping tool is used to connect key concepts of students by brainstorming, using images, flashcards, diagrams.

b. A short quiz: a short quiz is used such as, short test of knowledge e.g. MCQs, fill in the blanks.

c. Initial writing prompts: Initial writing prompts are used in which a text that provides an idea or starting point for an original essay, report, story, poem.

d. Running Records: The academy uses the running records tool to assess the reading level of students.

e. Admission interview: The management of the Academy conducts face to face interviews/discussion to probe children's understanding of basic information.

f. Admission test: Rupani Academy conducts admission tests to gauge the basic understanding and information of the children.

2. Formative assessment:

Rupani academy applies Formative Assessment to assess and observe students' in an on-going way to assess their learning to provide ongoing feedback, enhance their learning and identify skills

and concepts that students are struggling to understand, during the unit of inquiry, course, or in a lesson.

Tools for Formative Assessment:

Rupani Academy uses the following tools ensure formative (continuous assessment) in the classes:

- a. **Observations:** Ongoing observation is used as a tool to observe all students by the focus on individuals, groups, or the whole class.
- b. **Tests/Quizzes:** The Academy uses Tests/Quizzes to assess student's knowledge or their understanding during the learning process.
- c. **Projects:** Students are involved in project work through which their participation, understating and achievements are assessed.
- d. **Portfolios:** Portfolios are developed to identify whether the students meet learning standards or other academic requirements for courses and to evaluate their work.
- e. **Exit tickets:** Exit tickets are designed and implemented to assess students' understanding of learning material in class. Teachers can then use this data for adapting new strategies to meet student's needs.
- f. **Hand signals:** Teachers use hand signals like thumb up, thumb down, and wave hand responses against their understanding of learning.
- g. **Classroom presentations:** Through classroom presentations, students' communication, presentation skills, confidence, and knowledge of the given tasks are assessed.
- h. **Rubrics:** Rupani Academy uses rubrics to assess student's work, from written to oral and visual. It can be used for tracking assignments, activities, project work, fieldwork, class participation, and presentations.
- i. **Checklist:** Checklists are developed and used to assess students' level of understanding in content, participation and related to their performance.
- j. **Anecdotal records:** Students' specific behavior and actions are assessed through anecdotal records and also to identify possible developmental delays and progress.

- k. **Oral assessment:** work that is presented as a speech, radio broadcast, dialogue or other verbal
- l. **Powerpoint presentations:** work that students will do on PowerPoint and present in class
- m. **peer reviews:** includes review and evaluation of other students' work in the class
- n. **Venn Diagrams,** drawings or other graphic organizers: self-evaluations: presented any knowledge or information visually
- o. **journal entries or blogs:** work that students post/respond in personal or others blogs, it is considered as a form of reflective writing.
- p. **Self-Assessment** – any survey or question format that requires student-directed reflection

3. Summative Assessment:

Rupani academy uses summative assessment to evaluate a student's learning at the end of a unit of inquiry by comparing it against standards or benchmarks designed by Rupani Academy. It is used by teachers to inform parents about the quality of student's learning, whether their classes are at age-related expectations or not.

Tools for Summative Assessment in PYP:

The following tools are used for the Summative Assessment of students in the Academy:

- a. **Portfolios:** Portfolios are developed to identify whether the students meet learning standards and academic requirements for the courses and evaluate students' work as a whole.
- b. **End-of-unit or chapter presentations:** by the end of each chapter or unit, students are asked for presentations in which their subject content, communication skills, confidence, cooperation, and knowledge are assessed.
- c. **Exhibition:** Students will apply the knowledge, concepts, skills, and attitudes they have learned and developed during PYP and present their work to the community via PYP Exhibition.

Summative Assessment in MYP

- Teachers use the IB MYP criterion and rubrics for their specific subjects to assess summative work. Subject groups must address all strands of all four assessment criteria at least twice in each year of the MYP. In the MYP, subject group objectives correspond to assessment criteria. Each criterion has nine possible levels of achievement.

- The primary purpose of summative assessments in the MYP is to evaluate students' understanding of the concepts, knowledge, and skills covered in a particular unit or course.
- MYP summative assessments are designed based on the assessment criteria established by the IB for each subject group. These criteria typically include areas such as knowledge and understanding, inquiry and investigation, critical thinking, communication, and reflection.
- Summative assessments in the MYP can take various formats, including written tests, essays, projects, presentations, performances, and practical demonstrations, depending on the subject and specific learning objectives.
- MYP summative assessments often emphasize authentic tasks and real-world applications to encourage students to apply their learning in meaningful contexts.
- Summative assessments highlight the areas of strength and areas needing improvement. This feedback aims to support learner in their ongoing learning journey.
- MYP summative assessments often integrate the development of students' Approaches to Learning (ATL) skills, such as research, communication, collaboration, self-management, and thinking skills.

Tools for Summative Assessment (MYP)

- **Written Assessment** - written work, short and long written responses
- **Visual Assessment** - drawing, painting, printmaking, and sculpture, film, television, graphics, product design, architecture, landscape, ceramics
- **PowerPoint presentations** – develop presentation, present and explain
- **Lab Assignment** – present data, discuss results, and provide conclusions in an investigation format (not only confined to sciences)
- **Performance Based Assessment** -known as alternative or authentic assessment, is a form of testing that requires students to perform a task rather than select an answer from a ready-made list (recitals, concerts, exhibitions, real-time problem solving)
- **GRASPS TASKS**
- **Personal Project** -In the final year of the Middle Years Programme, each student completes a personal project, a significant piece of work that is the product of the students' own initiative and creativity that involves planning, research and a high degree of personal planning.
- **Selected-Response Items** – traditional multiple choice questions
- **RAFT**- a strategy to differentiate the role, goal and product

- **Technology Project** – work provided through a technology application (digital media, computer applications, design processes)

Additionally, MYP assessment also plays a significant role in the development of approaches to learning (ATL) skills. These processes of thinking should enable students to arrive at an enhanced understanding of their strengths and limitations. To support ATL skills, the program stresses the importance of both student and teacher self-assessment and reflection.

MYP Criteria based Assessment

This “criterion-related” approach represents a philosophy of assessment *that is neither “norm-referenced”* (where students must be compared to each other and to an 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). Assessment within MYP framework includes the criterion related system for each subject group and for each year of the programme. In order to provide students with the opportunity to reach a high level of achievement, MYP teachers carefully develop assignments that cover various assessment strategies. Assessments should allow students to achieve the highest levels of the MYP criterion rubric being used. Teachers will determine the final level of MYP achievement for each criterion in their subject area. It is imperative for teachers at Rupani Academy to understand the nature of criteria-based assessments. Teachers are responsible for structuring varied and valid assessment tasks that will allow students to demonstrate achievement according to the required objectives within each subject group. Staff training and internal moderation ensures staff applies the criteria correctly. Students may also be involved in peer-assessment. This gives teachers and students another point of view and helps students become familiar with the criteria. Below is the list of Criterion for each subject in MYP.

SUBJECT AREA	A	B	C	D
Arts	Knowing & understanding	Developing skills	Thinking creatively	Responding
Design	Inquiring & analysing	Developing ideas	Creating the solution	Evaluating
Individuals & Societies	Knowing & understanding	Investigating	Communicating	Thinking critically
Language Acquisition	Listening	Reading	Speaking	Writing
Language & Literature	Analysing	Organising	Producing text	Using language
Mathematics	Knowing & understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Physical Health & Education	Knowing & understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Sciences	Knowing & understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Personal Project	Planning	Applying skills	Reflecting	
IDU	Evaluating	Synthesizing	Reflecting	

Standardization of Assessment

Standardization takes place after every unit assessment to increase the reliability and consistency of the assessment information that the teacher gathered. The purpose of the standardization is to ensure that teachers are accountable for accurate and consistent assessment of students.

The following process is followed when standardizing assessment:

- Teachers during collaborative meetings discuss any relevant background information about the unit taught and the criteria used.
- Each teacher assesses the piece(s) of work individually using the set criteria, and prepares explanation to justify assessment.
- Once each teacher has assessed the work, the judgment is validated by another teacher and MYPC to arrive at agreed achievement levels.
- The standardization form has to be filled by the subject teacher, teacher who validated the assessment and MYPC after having detailed discussion and collecting relevant evidences.

Components of MYP Assessment:

Components	Short description
The Final Grade	The Final Grade is a score that ranges 1-7, whereas 7 is the highest grade and a 1 is the lowest. The Final Grade is calculated by adding the students' level of achievement for each criterion in a subject and then applying the grade boundaries. At the end of term 2 and 3 students will be assessed for each assessment criteria in order to be awarded a final grade. See MYP grade descriptors table with the descriptions of the final grades.
Service as Action	Students must successfully complete the appropriate community and service requirements during each year of the MYP. Refer service as action handbook for details about service.
IDU (interdisciplinary understanding)	In each MYP year, students will have a IDU assessment combining two subjects. The assessment pertaining to subject specific criterion will be mentioned in the relevant subject while the assessment of IDU criteria will appear on the final report for all year groups.
e-Assessment	The school participates in the e-assessment as a final externally assessed tool for all MYP5 students, earning a formal, internationally-recognized certificate if the students meet the success criteria.
Predicted grade	Predicted grades are given to the IB for the onscreen examination subjects. The predicted grade is the teacher's prediction of the grade the candidate is expected to achieve in the subject in the onscreen exam, based on all the evidence of the candidate's work, the mock exams and the teacher's knowledge of IB standards.

GRADE DESCRIPTORS

Students are graded on four criteria.

These criteria differ from subject to subject. The total score for a student's report card grade is calculated as follows:

- Each criterion is divided into bands, and each band contains general statements called descriptors.
- The levels 1 and 2 appear as the first band, levels 3 and 4 as the second band, and so on

- All criteria have four bands with two levels of achievement and a maximum of eight achievement levels.
- MYP criteria are equally weighted.
- At a grading period like an end of the academic year, the teacher looks across all assignment grades for each criterion.
- They then assign a score 1-8 that represents the band the student has attained and sustained for that criterion.
- Teachers add together the student's final achievement band scores in all criteria for the subject group to obtain a score of 0-32.
- Using the MYP 0-32 scale a teacher then uses the grade boundary guidelines to determine final grades in each year of the MYP. The table provides a means of converting the criterion band totals into a grade from 1–7.

MYP Grade boundaries:

Each band has its own unique descriptor that teachers use to make judgments about students' progress and achievement.

Please note: The 0-8 scale does NOT convert mathematically to a percentage grade. For example, a Level 4 is NOT equivalent to a 50%.

Grade	Boundary Guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations, and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

e- assessments:

e- assessments are optional on-screen examinations conducted by the IB for students in MYP year 5 (grade 10). The duration of the e-assessment is 2 hours. It is an external verification of student achievement. Unlike conventional examinations, on-screen examinations allow the IB to assess the full range of MYP teaching and learning outcomes; knowledge and understanding, conceptual understanding and communication skills. Examination questions are open and they assess deep understanding. The examinations include the use of multimedia (interactive text, images, video, animations) to engage students in realistic scenarios and interactive tools to allow students to make predictions, take measurements and to problem solve (Myp e-assessment Award).

Recording and Reporting Assessment

- Criteria from all eight required subjects are assessed multiple times during the school year.
- MYP scores are awarded according to how well the student has demonstrated mastery of the published criteria, using the subject area teacher's professional judgment along with student evidence.
- Final scores are not determined by averaging summative performance scores over the year; using single pieces of work to determine final grades ▪ or determining MYP grades by combining homework, classwork, and test grades.
- Rubrics are designed by the IB and made task specific by the teacher (possibly collaboratively with students) as the evaluation tool for formative and summative assessments and are created before the unit is taught (and possibly modified based on student input).

Students Progress Recording and Reporting:

Reporting is a fundamental step to keep the parents informed about their child's progress. Teachers use a combination of formative and summative assessments in the MYP. Formative assessments are integrated into daily classroom lessons and activities. Summative assessments occur at the end of each unit. Following mechanism is followed for reporting the assessments.

1. Assessment Record:

Data relating to the academic achievement of all students of the Rupani Academy is organized and recorded using checklists, rubrics, and portfolios. Each teacher maintains an Assessment for Learning (AFL) folder that should contain information on each pupil in their classes, including targets and attributes. It should also include diagnostic, formative assessment, and summative assessment records.

2. Regular parent/ teacher meetings.

Parent teacher meetings are conducted at the end of each unit, in which the detailed folders depicting students work and assessments details are shared with parents and students. Additionally, three way communications are held at regular intervals throughout the school year.

3. Report Cards:

Full, written, academic reports are issued for all grades at the end of academic year.

Submission of work according to deadlines

- Notification date for the submission of tasks will be 7 days before the submission date.

- The nature and assessment criteria will also be provided.
- The notification to parents will be via written task-sheet and or via electronic forums.
- Information about the teachers' expectation (a-d) will be provided.
- Students will record due dates in their homework diaries.
- Time, procedure, penalties will be prepared on the notification assessment sheet.
- Work must be handed to the relevant teacher or submitted online.
- It is the responsibility of the student to ensure that work has been received by their teacher.
- There will be consequences for late submission of work, to be determined by the professional judgment of the concerned teacher
- Parents will be notified electronically/writing when assessment is not submitted on the due date.
- In serious instances/re-occurrences the **MYP Coordinator** / and the Head of Section will meet with the students and their parents.
- Incomplete work should be submitted on time despite not being finished.
- Plagiarism is highly discouraged. Refer Academic Honesty Policy for details about consequences of Plagiarism.

POLICY DISTRIBUTION & REVIEW

- ✓ All Rupani Academy IB policies will be shared with all stakeholders via school official webpage and in whatsapp groups
- ✓ All Rupani Academy IB policies will be reviewed annually during IB Pre-planning workshops.

Last Reviewed: January, 2024

Developed and Reviewed by:

Ms. Najmi Khatoon

Ms.Salma Jan

Ms.Marina

Ms.Nida

References:

International Baccalaureate Organization, 2005-2021-<https://ibo.org/about-the-ib/mission/>

<https://www.ibo.org/contentassets/cc0cf81a37814d94b46b9711a50a1a98/final-report-ib-pyp-assessment.pdf>

<https://resources.finalsite.net/images/v1612597959/ishdk/orflaniyhlxxknjg4gve/ISH-Assessment-Policy.pdf>