



Assessment Policy

ANGELS INTERNATIONAL COLLEGE

IB World School

2019-2020

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1. School Philosophy

IB 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.

AIC Mission Statement:

AIC seeks to create a challenging learning environment that encourages high expectations for success through continuous efforts of all stake holders. Our mission is to develop learners with active and creative minds, having a sense of understanding and compassion for others, and knowledge to justify their personal beliefs.

We are committed to ensure learning experiences that assist our learners to achieve their greatest potential to adjust to diverse and ever changing societies by catering to the individual differences and learning styles. We intend to produce lifelong learners who not only aspire to become world citizens but also possess the balanced approach to lead a life based on Pakistani morals and social values.

Our Vision:

Appreciating individual differences and creativity to develop global citizens through lifelong learning opportunities

2. Introduction:

Purpose of Assessment

Assessment is an integral part of the school's curriculum alongside the strategies and methodologies used in teaching. Assessment is not only a means of measuring student achievement, it informs decisions made by teachers and learners regardless of what is to be learned and how it is to be learned. It therefore denotes a complex series of processes, some fundamental characteristics of which are described below.

Characteristics of effective assessment

Collaborative

Meaningful dialogues between teachers, learners and parents concerning planning, reflecting upon, supporting and reporting on assessment procedures that take place at any point in the teaching and learning cycle and involve a variety of exchanges between a variety of participants.

Authentic

Learners engage in real world tasks, which demonstrate a meaningful, effective and creative application of essential knowledge and skills.

Personalized

Tasks and assessment are negotiated, differentiated, self-directed, co-operative and allow choice. A personalized approach to assessment provides a range of learning opportunities which are matched to learners' needs, interests and aspirations. It capitalizes on their strengths and meets their needs by providing positive learning experiences to secure their success

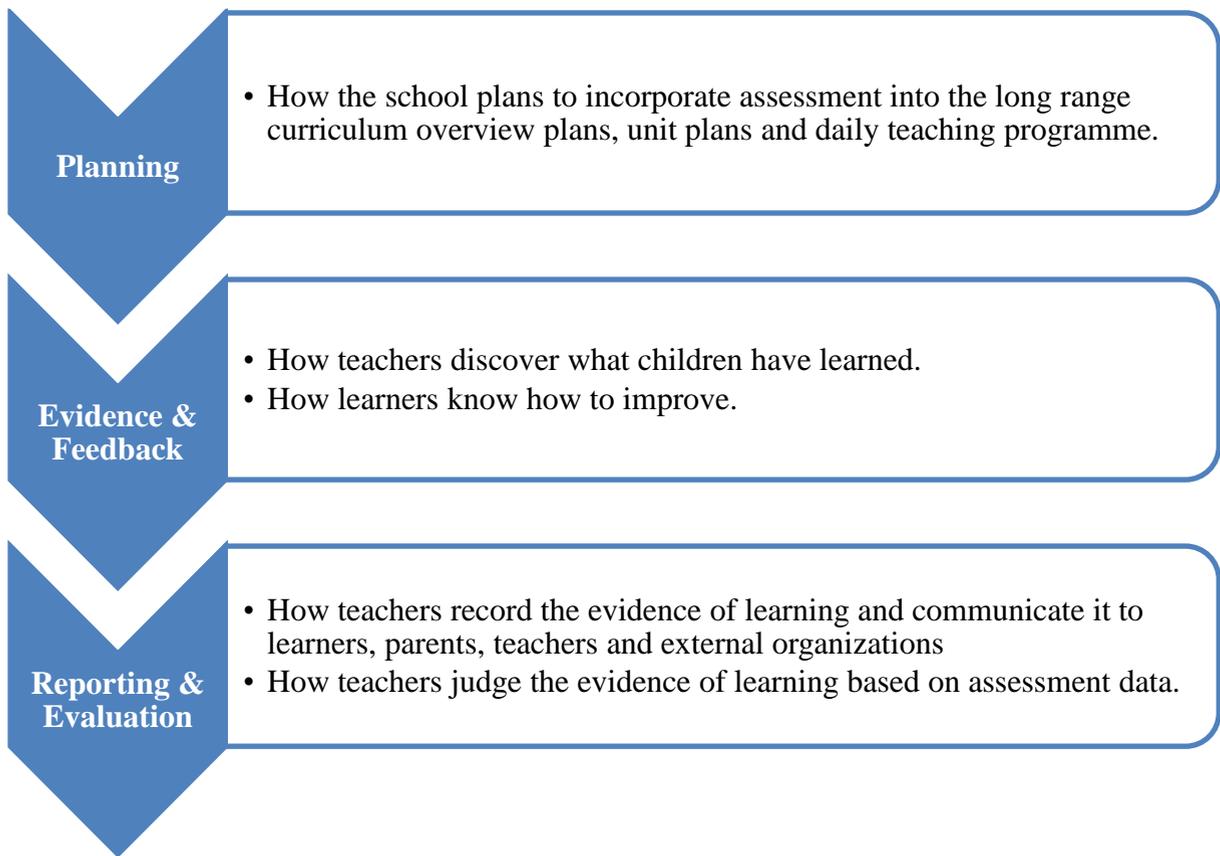
Throughout the curriculum and instructional process assessment should

- Promote positive attitudes
- Encourage the pursuit of excellence and contribute to the success of student learning, recognizing achievement and enhancing self-awareness.
- Account for a variety of learning styles
- Be differentiated to account for the diverse backgrounds of learners
- Provide a wide variety of different assessment opportunities and to be relevant and motivating to learners
- Be criteria-related using published, agreed, learning objectives mandated by the IB and made clear to learners by teachers before tasks begin
- Measure what learners understand, what they can do and what they know
- Be both formative (to assist learners in building understanding, skills and knowledge) and summative (to assess learners' acquired understanding, skills and knowledge)
- Be on-going and reflective
- Allow learners 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 appraisal of a broad range of concepts, attitudes, knowledge and skills appropriate to an international and increasingly complex world

3. Essential Components of Assessment:

Assessment plays a vital role in the learning cycle. For the purpose of this document, assessment is divided into five closely related areas:



Looking at each area in detail:

1. Planning:

As the teaching programme is designed, assessments should be designed accordingly. Assessments should be both formative and summative and viewed as authentic, essential, rich, engaging and feasible, allowing the student to become part of the process.

The taught curriculum and the tools used to assess student performance and understanding emphasize important principles of international education as prescribed by the IB. These principles include the development of

- inquiring
- knowledgeable and
- caring young people who create a better and more peaceful world through intercultural understanding and respect.

In all three IB programmes, student performance and progress is assessed based upon clear and explicit criteria in subject domains identified by the school. Evidence is collected about other essential elements of the programme especially in relation to the transdisciplinary skills and/or the integration of particular skills. Student learning is promoted through planning the teaching and learning in order to meet all of these objectives in a manner that bears consideration of the individual or group needs.

Good assessment practice requires the teacher to build assessment in from the earliest stages of curriculum planning and link assessment tasks to the taught curriculum as learning outcome. The quality of any assessment depends first and foremost on the clarity and appropriateness of the purpose.

2. Evidence:

Assessment should be seen as a process that occurs throughout the learning process. To that end assessing a student's prior knowledge and experiences is vital to determine where to begin the journey of learning. At various points in this journey, assessment helps keep track of where the learners are and how teachers need to adjust the course to ensure learners reach the intended learning outcomes.

Information about student learning should be obtained from a variety measures including (but not exclusively):

- in-class formative and summative assessments
- comparisons of work against explicit rubrics and exemplars
- measures of work against external benchmarks and internal targets
- reviews of external assessment results

As much as teachers learn from the assessment of learners, so learners can use assessment as a means of learning. Additionally, it is worth considering how learners can be involved in:

- designing of the assessment tasks and rubrics

- peer review of each other's work
- redrafting of work submitted in response to feedback given

All of the above enable learners to learn through the assessment process.

3. Feedback

Learners should be given feedback in relation to a stated learning outcome as well as given advice on how to obtain this outcome. Feedback is given on the work submitted as well as during the process of achieving this. Feedback should be shared in a timely manner and could be oral, written or electronic.

4. Recording and Reporting:

Good record keeping is vital for building a clear profile of student understanding. Whether done electronically or otherwise, recording offers the evidence about the strengths and weaknesses of the individual student. However, it is not enough for this information to remain with the teacher, this information has to be shared if it is to effect change.

The three major stakeholders in any child's learning are the teacher, the student and the parents. Keeping parents up to date is vital to maintain progress and, when needed- intervening to support the child's progress. Reporting performs this key function, providing parents and learners with an up to date outline of their performance in relation to learning outcomes and identifying where their strengths and weaknesses lie. To this end reporting is seen to be the formal component of the feedback process. Effective reporting provides positive motivation and reinforcement for learners who strive to reach their personal best and supports continuity and progression throughout the school.

5. Evaluation:

Analysis of the data from reporting can reveal trends in student performance that can be followed up on. When picked up quickly, this encourages learners to adapt their learning behaviours to more effective ones. Engaging learners in a reflection on their learning or performance can help them to set meaningful goals to support their own progress.

Assessment should not only be used to assess the student but also to assess the curriculum. The same measures indicated above can be used to assess overall student performance in relation to either the specified learning outcomes of the programme, or between other groupings (both internally and externally). When such comparisons are positive, this can be used as evidence of the effectiveness of the teaching methodology in terms of student progress. When these are not as good as expected, it provides opportunities to review the curriculum and instructional practice accordingly. Clearly evaluation of performance brings in a level of accountability from all stakeholders - teachers, learners and parents. It is important at AIC that this is done in a supportive manner for all involved.

4. Assessments at AIC

Assessment for Learning	Assessment of Learning	Assessment as Learning
<ul style="list-style-type: none">• Diagnostics• Formatives	<ul style="list-style-type: none">• Summative	<ul style="list-style-type: none">• Self-assessment• Trial Exams• External Exams

5. Assessment and Reporting in the PYP, MYP and DP:

As part of a learning continuum the three programmes (PYP, MYP and DP) share commonalities in what they assess and how they assess. Throughout the school, feedback is provided on the attributes of the IB Learner profile. This profile serves to increase the student's awareness of and sensitivity to, the experiences of others beyond the local or national community.

Additionally, all three programmes are driven by the desire to measure a student's conceptual understanding and not merely their ability to learn the content. This is reflected in a manner that units are planned and in the importance of recognizing the central questions of inquiry that are to be addressed in the unit.

However, all three programmes have slightly different approaches to assessment and how it is reported.

1. Assessment and Reporting in the Primary Years Programme:

In the PYP, it is believed that student learning is best done when it is authentic (i.e. relevant to the "real" world) and transdisciplinary (i.e. where the learning is not confined within the boundaries of traditional subject areas but is supported and enriched by them). AIC strives towards developing an internationally-minded person who demonstrates the attributes of the IB learner profile.

a:Types of Assessments

Diagnostic/ Pre-assessment

It occurs before embarking on new learning to uncover prior knowledge and experiences.

Formative Assessment

Formative assessment is woven into the daily learning process. It provides teachers and learners with information about how the learning is developing. It helps the teacher to plan the next stage of learning.

Summative Assessment

Summative assessment occurs at the end of a teaching and learning cycle. Learners are given the opportunity to demonstrate what they have learned by applying their knowledge in new and authentic contexts.

The Exhibition as Summative Assessment –PYP V:

The Exhibition is the culminating experience for the IB Primary Years Program. It requires learners to synthesize their prior knowledge and to apply it in a self-directed manner.

The exhibition provides an authentic summative assessment for the PYP years. The subject of the exhibition is a student-selected, real-world problem which warrants an extended investigation. It is a celebration which unites learners, teachers, and families in an activity which represents the essence of PYP.

The fifth grade exhibition is undertaken by learners in their final year of the PYP. The exhibition represents a significant event in the life of our school, encapsulating the essence of the PYP and encouraging younger learners to look forward to their final year of the program and their future participation in the community at large.

b:Essential Components:

- incorporates application of all key questions
- uses all trans-disciplinary skills
- display of attitudes
- engaged in action plan
- application of all PYP themes

c:Assessment Strategies

Assessment strategies form the basis of a comprehensive approach and represent AIC's answer to the question, "How will we know what we have learned?" These methods of assessment include a broad range of approaches and have been selected to provide a balanced view of the student.

- **Observations:** All learners are observed regularly with a focus on the individual, the group, and/or the whole class.
- **Performance Assessments:** Learners are presented with a task that represents the kind of challenges that adults face in the world beyond the classroom. It requires using a repertoire of knowledge and skills to accomplish a goal or solve an open-ended problem.

In addition, it entails the thoughtful application of knowledge rather than recalling facts. It has an identified purpose or audience, involves a realistic scenario, it has an established criteria and requires developing an authentic product or performance.

- **Transdisciplinary Skills Assessments** (research, thinking, communication, self-management and social skills) : The focus is on the process and skill application rather than on the product. These skills are regularly observed in real contexts using checklists, narrative notes, and inventories.
- **Open-Ended Assessments:** Learners are presented with a challenge and asked to provide an original response.
- **Tests/Quizzes:** These single-occasion assessments provide a snapshot of learners' specific knowledge.

d: Assessment Tools

The previously identified assessment strategies are put into practice at AIC by using different tools. Few of them are:

- Anecdotal records
- Rubrics
- Checklists
- Exemplars
- Continuum

e: Reporting/ Feedback:

AIC reports learners' performance on formative and summative assessment that ongoing basis.

For effective reporting AIC PYP team:

- involves parents, learners, and teachers as partners in a fair and credible manner
- reflects what the school community values
- allows teachers to incorporate what they learn during the reporting process into their future teaching and assessment practice

The following structures may be used for giving formal feedback:

- Teacher-student conferences (PYP4 onwards)
- Teacher-parent conferences
- Student-led conferences
- Three-way conferences (Parent-Student-Teacher)
- The written report

Parents, learners, and teachers are all valued partners in the reporting process and in sharing the responsibility both for learning and for accounting student progress. Pathways for communication are be open and reciprocal.

Angels International College builds in calendar an annual parent-teacher conference. In addition, we provide many opportunities throughout the school year for conferencing. Parents, teachers, and/or learners may participate, depending upon the purpose such as parent collaboration, exhibition awareness workshops, coffee sessions with the parents etc.

Portfolios:

- Portfolios are used as a purposeful collection of a student's work designed to demonstrate successes, growth, higher-order thinking, creativity and reflection.
- Also as a cumulative collection of student work that would travel with the student from PYP Pre-Nursery to PYP V. These portfolios will be housed in the learners' classrooms and accessible to them and their parents at any time during the school year. The portfolio is the property of the student and goes with the child upon leaving or graduating from the program.

2: Assessment and Reporting in the Middle Years Programme:

The MYP emphasizes intellectual challenge, encouraging learners to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement - essential qualities for young people who are becoming global leaders. It builds upon the concepts, skills and attitudes

developed in the IB Primary Years Programme (PYP) and prepares learners to meet the academic challenges of the IB Diploma Programme (DP). AIC makes use of the following methods to assess learners in MYPs:

a: Types of Assessments:

1: Formative Assessment:

A range of assessments are used before and during a unit of work to assess prior knowledge and ongoing understanding. This is then used to inform teachers' planning and teaching and allows reflection on the strategies used. Formative assessment allows learners to reflect on their learning - they can see what they can do and where to go next. This creates opportunities for learners to set individual targets for themselves and each other.

Formative assessment strategies include, but are not limited to: mind maps, brain storms, check lists, class discussion questionnaires and informal discussions. A range of tools is used to assess formatively including, but not limited to: rubrics, continuums, tests and anecdotal records.

2: Summative Assessment:

Assessment in the MYP is criterion referenced, measuring attainment against specified criteria rather than against other individuals in the class.

All assessment criteria are subject specific (Refer to subject guides for further information). For each assessment criterion, a number of band descriptors are defined as shown in the form of a rubric. The band descriptions used are subject specific and are set by the IB. MYP I, III and V are already stipulated. (MYP II uses the same criteria as MYIII and MYP IV uses the same as MYPV). These describe a range of achievement levels with the lowest level represented as 1 and the highest, 8. The relevant descriptors are given to each student with the task. (*Refer to 'MYP from Principles into Practice' for complete list of descriptors*)

An overall grade from 1-7 is given for each subject; 1 being the lowest and 7 the highest. For each subject, all of the strands in each assessment criteria must be assessed at least twice during each academic year.

b: Recording and Reporting:

Report cards are being published two times each year i.e. in January and June. The Managebac record is accessible to the parents throughout the year but they are getting the report cards are being shared twice an academic year. Each subject reports on their specific criteria. Each criterion assessed is awarded an achievement level (levels 1-8),

but only the June report contains an overall subject grade out of 7.

e-Portfolios: These are completed by MYP I-V. The main agreements are that the content of the e-portfolio should represent all the areas of the Curriculum. Work chosen by learners must include a written reflection explaining the purpose as to why it has been chosen. The criterion for selection follows the same agreements as the PYP programme. All summative assessments from all subjects must be included in the portfolio. The portfolio is a mandatory part of the Student Led Conference process.

Record of Achievement: This is completed by MYP IV & V. The work selected includes: achievement levels, Action and Service records and any further achievements in and outside school (e.g. fundraising, certification). All summative assessments from all subjects must be included in the Record of Achievement.

Parent/Teacher conferences: These are held twice each academic year; where teachers offer feedback on their assessments to parents. Parents are also invited to arrange meetings with teachers individually between the formal parent/teacher conferences.

Student Led Conferences: It allows, through the e-portfolio, the “learners to take the lead in sharing their learning, with their parents and serves the purpose of encouraging them to take responsibility for their learning” (A review of current thinking and practices in assessment in relation to the Primary Years Programme. IBO 17th April 2014)

AIC also involves uses Teacher-student conference for giving feedback to the students.

c: Agreed Policies:

Internal school deadlines:

Learners are required to meet many deadlines of both short-term and long-term over the course of the MYP Programme. These deadlines are carefully planned by the school staff in order to help learners to distribute their workload evenly. The deadlines are also set, however, in order to meet the official IB requirements for assessment.

School deadlines are obligatory and inflexible - learners who fail to meet the deadline have an extension with the discretion of the teacher, failing this is a no mark in that particular criterion. If a student knows that he or she will be absent when an important piece of work must be handed in then he/she should consign the work before, not after the deadline.

Key Requirements:

By the end of MYPV, an average achievement level of 5 is required for learners to be accepted onto the full IB Diploma Programme. An average of 4.5 allows learners’ entry to the DP

programme, but only on a trial basis. The average includes the grade awarded for the Personal Project. It is mandatory that the learners fulfill the Action and Service requirements of the MYP Programme.

Besides that, the learners of MYP5 also take up CIE exams for Pakistan Studies, Urdu and Islamiat in order to meet national requirements.

3: Assessment and Reporting in the Diploma Programme:

The IB Diploma (DP) spans the last two years of a child's education at the school. It represents the culmination of the child's education and is the stepping off point to the world of work, training or further studies. The IB learner profile is the heart of the educational plans at AIC and there is an awareness of the approaches to teaching (ATT) and learning (ATL). Teachers are mindful of the need not just to cover content through conceptual teaching but are also attentive to the ethos of preparing individuals to interact in the world not passively but with international-mindedness and a sense of active participation with a global focus.

a: Types of Assessments:

The AIC DP assessment policy aims to fulfill these aims of supporting curricular goals and encouraging appropriate student learning. Assessments are based upon evaluating course aims and objectives and, therefore, effective teaching to the course requirements also ensures effective teaching to the examination and other formal assessment requirements.

The Diploma Programme uses formative and formal summative assessments with effective feedback that allows learners to increase knowledge and for this to be evident in positive, value-added learning progression. AIC follows the IB continuum and by the time learners commence Grade 11, it is possible that they have experienced both the PYP and MYP. This is not always the case with learners transitioning into and out of the school due to its international nature and the impact of globalization.

External Assessment:

Learners study six subjects according to the IB Diploma's six subject groups and are assessed according to the overarching guidelines of preparing learners for internally and externally assessed work and there are separate formal departmental guidelines and informal codes of practice within departments. Three higher level subjects and three standard level subjects are followed by each student as per the IB's guidelines and learners participate in the Community, Action and Service (CAS), Theory of Knowledge (TOK) and extended essay aspects at the core of the DP. Although the IB Diploma is essentially seen as a linear curriculum where content and

skills are learnt, retained and tested, at AIC teachers are cognizant of the move towards conceptual planning and learning and the impact that this has on a student's deeper understanding.

The final written IB examinations are taken during the first three weeks of May of Grade 13, with the exception of anticipated subjects, which will take place in May of Grade 12 (these are examinations in up to two Standard Level Language B courses, at the discretion of the subject teacher).

The examination schedule is published by the IB and made available for learners six months prior to the exam session. Registration takes place in the October for the following May. Registration for the IB Diploma is dependent on the student meeting pass criteria in recent school reports and being up-to-date with all internal assessments.

Internal Assessment

All subjects also have an internally assessed component (which is moderated externally by the IB). This component contributes to the final grade awarded in each subject; the nature of which varies from subject to subject. Examples include: oral examinations in Groups 1 and 2; research investigations in Group 3 and 5; and experiments in Group 4.

Throughout the two-year programme, subject-based learning is regularly monitored by using a broad range of IB Diploma-style assessments. The results of these assessments are used to help inform teachers, learners and parents as to progress being made and are used in determining report grades, in line with the I.B. scale of 1 to 7.

Internal Deadlines:

Learners are required to meet many deadlines over the two years of the IB Diploma. These deadlines are of both a short-term and a long-term nature. They are carefully planned by the DP Coordinator in order to help learners manage their workload. These deadlines are also set to meet the official IB requirements.

Assessment Review:

The assessment committee reviews assessment and relevant policies annually. The review is based on the feedback of learners, parents and teachers.

b:Recording and Reporting:

All IB Diploma courses' grades are awarded through a combination of internally and externally assessed work. The nature of this varies from subject to subject - individual IBDP Subject Guides should be referred to for specific requirements. However, the majority of assessment comes in the form of externally assessed written examinations.

- Performance in each subject is graded on a scale of 1 point (minimum) to 7 points (maximum). A maximum of 3 points is awarded for combined performance in Theory of Knowledge and the Extended Essay. Hence, the maximum total Diploma Programme points score is 45. All assessment components for each of the six subjects, as well as the three core components (Extended Essay, Theory of Knowledge and Creativity-Action-Service) must be completed in order to qualify for the award of the IB Diploma.
- A snapshot of student attainment and approach to study will be reported to families regularly. The attainment grades awarded in school reports use the following rationale: “If the student continues to approach his/her study in their current manner, this is the grade that they are likely to achieve at the end of the Diploma Programme”.

6. Sharing with all the Stakeholders:

The assessment policy is shared with all the stakeholders through the following mediums:

- School website
- A component of student handbook
- Discussed frequently in Parent-Teacher-Management collaborations conducted by the school
- Frequently discussed with the students on time-to-time basis.

7. Policy Review:

AIC policy review panel shall review and update the presented assessment policy in December, 2018. The panel includes leaders from quality assurance and academic departments.

8: References:

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