TIS Assessment Policy

Policy Statement

Assessment is used to communicate and support student learning and encourage student success. The primary purpose of assessment and evaluation is to improve student learning. Teachers use assessments to guide instruction and to provide timely and clear feedback to improve future learning.

Implementation

Formative assessments identify the learning needs of students, shape learning, and prepare students for summative assessments. Only comments, no grades, will be provided for formative assessment tasks.

Summative assessments measure achievement based on established criteria used to assign a value to represent the quality of student learning at the end of a period of learning.

Summative assessments are used to communicate information on student achievement to students, teachers, parents and guardians, and others. Comments and grades are provided for summative assessment tasks. There must be a minimum of four summative assessment per semester in every subject.

The following are possible assessment strategies:

- Exhibitions, presentations and performances
- Oral presentation either in class or during assemblies
- Process journals, developmental workbook, portfolio
- Short and long essay questions, end of unit assessments
- Practical assessments (experiments, art products, investigations)
- Self and/or peer assessments/evaluations
- Open ended tasks.

All assessment tasks must be listed on ManageBac (MB). Students must be provided with at least two weeks' written notice of the task details, assessment criteria, due date and submission requirements. Each student must receive adequate and timely written feedback on MB to validate the task and improve learning. TIS teachers use the MB calendar to maximize student achievement and minimize student stress.

Three forms of assessment are used at different stages at TIS. School-based assessments are the most common and are essential for student success and contribute to the students' report card marks. Internal assessments are requirements that teachers must assess and forward for moderation. External examinations occur at the end of Grade 10 and Grade 12.

Review

August, 2021.

Appendices

1. The Rationale and Types of Assessment

To communicate student-learning outcomes throughout all grade levels to support and encourage student learning through feedback on the learning process. Student learning outcomes cover knowledge and understanding of a subject as well as cognitive, personal and academic skills and are the starting point in the development of curricula and units of work.

Assessment supports the principles of the programmes and deepens the understanding of the subject content.

Use of Diagnostic Assessment

Diagnostic testing provides direct feedback to subject teachers. At the start of a school year or unit it gives information about knowledge acquired previously

Formative Assessment

Formative assessment is the on-going monitoring to allow feedback to teachers and students about the students' learning and progress in order to assist them in acquiring the necessary knowledge, skills and understanding. It gives information regarding the students' study habits and in the development of approaches to learning (ATL) skills.

Self-evaluations and reflections are important throughout the educational process where the students reflect objectively upon their strengths and challenges as well as the process of working. Self-Evaluations take place during and at the end of each unit. Formative assessment can take place in many different ways and are described in the unit planners

Summative Assessment

Summative assessment takes place at the end of a learning period such as: finalised part of the unit, a unit, end of semester. These assessments give informed determination of the achieved levels using evidence of assessments undertaken during this learning period.

Assessment Strategies

All teachers are asked to make use of a wide range of assessment strategies, as well as to cater for the different learning styles, expectations and needs of the students. Use of different assessment strategies also allows for a more holistic view of the student.

Interdisciplinary Assessments /Transdisciplinary Assessments

Although assessments are subject-related and rooted in the subject criteria and other assessment instruments, teachers are encouraged to look for means to develop interdisciplinary units of work that lead to different assessments linked to the subject-specific objectives particularly in the case of MYP. For PYP teachers develop assessments focused on the units of inquiry through celebrations and project work.

2. **Guidelines**

   i.   At the beginning of the academic year, all teachers are familiarised with the assessment policy, the schedule for major external and internal assessments, as well as requirements for adding assessment tasks on ManageBac.

   ii. Subject leaders play a major role in the implementation of assessment policy by their team members.

   iii. Subject leaders are responsible for ensuring a balanced assessment schedule.

   iv. Teachers use the Approaches to Teaching and Learning skills to develop different assessment strategies.

   v.   ManageBac is used for all year groups to record assessment outcomes and feedback, which are available to all stakeholders.

   vi. Students will be allowed a second opportunity to complete a missed assessment. If the student fails to submit the work the second time, the teacher may use the following options: quarantine and/or inform the parents to ensure that the work is submitted, unless evidence is provided that shows that failure to submit the work was unavoidable and not the fault of the student.

   vii. If a student provides written evidence of illness or other exceptional circumstances, which prevented a student from attending an examination/assessment session, the teacher may extend the period of time for completion of the task after consultation with the Principal. The duration of the extension is at the discretion of the teacher, with the approval of the Subject leaders and

the relevant Programme Coordinator. However, the task must be conducted on the designated date, as scheduled.

viii. Parents will receive a full grade report in December and June through ManageBac.

ix. Parents will have the opportunity to meet with teachers to discuss their child's progress during the Three-Way Conference.

x. IBDP Grade 12 students prepare an "Individual Excellence Plan" in the second month of year 2, listing out their target predicted grades and plans to achieve the same. Teachers have a one to one meeting with students and decide on the university predicted grade in October of Year 2. Predicted Grades for submission to IB are prepared in the last week of March, Year 2, after the mock examinations.

xi. Students with documented special needs are given concession in their Internal and external assessments as per the provisions of the IB. It is the responsibility of the program coordinators to advise the relevant boards of the students with special education needs within the given timeframe.

3. Terminology

Specific terminology is needed and should be used throughout to ensure effectiveness of assessment.

- *Aims/ Learning Expectations/Learning Outcome:* are what we expect students to experience to learn or how they might change by the experience, and a teacher to teach or do at the different stages of the curricula.

- *Achievement Level/Level of Development:* level given when student work reflects the corresponding descriptor.

- *Objectives/ Assessment criteria /Success Criteria Rubrics:* these define what skills, knowledge and understanding are assessed and how a student will be able to achieve specific Achievement Levels.

- *Unit Planner:* allows the subject content to be understood in context and describes planning, assessing and teaching.

- *Key and Related Concepts or Conceptual/ Essential Understanding:* the big ideas of the unit that the students need to retain for the long-term future.

- *Inquiry/ Guiding Question:* Open ended question derived from the Key/Related Concepts and Essential Understanding and unit focus (through Global Interactions in the MYP).

- *Global Contexts/Central Ideas: the Six Central Elements of the PYP/MYP* giving the common points of entry for inquiries into what it means to be international minded, for each unit.

- *Learner Profile:* the 10 attributes that are at the core of all the teaching guiding us in the development of our curricula and teaching on a day to day basis.

- *Criterion related:* in the Middle Years all assessment is related to previous agreed subject specific criteria/ descriptors.

- *Formative Assessment: related to subject criteria* it concerns on-going informed interaction/ feedback between teacher and student to ensure and to improve student performance.

- *Summative Assessment:* the culminating determination of an achievement level usually at the end of a learning period to inform students, parents and teachers.

- *Best fit judgement:* the judgement by the teacher of the standard of the level of achievement.

- *Grade:* the number assigned to standards of student achievement.

- *Internal standardization:* process by which all teachers of one subject or subject group in a school ensure a common understanding and application of criteria and descriptors.

4. The Criteria Used for Assessment

The criteria that are used for assessment are based on the subject specific MYP objectives in the TIS MYP classes, and the IBDP objectives in Grades 11 & 12. The assessments measure the individual achievements of the students against the subject specific criteria. For the PYP, there is continuous monitoring of learning through tasks given as per the expectations of learning outcomes for every subject/units of inquiry.

In each subject the criteria are made task specific for each unit and can be explained in rubrics and other assessment tools that accompany each unit. The descriptors in the tools describe the different levels of achievement and derive from the objectives. Criterion-related assessment gives students more informed feedback as to how they performed and what they can do to improve. Each unit is worked out in a Unit Planner and is explained in detail to the students. The stage 1 of the unit planner in MYP describes the concepts and context of the unit as well as the broader picture.

Although the Global Context is not assessed as such, they do give the context and focus of the units in the middle years. The stage1 of the units give the meaning and the focus of the unit and shows the link to the real-life situations.

ATL (Approaches to Learning) is a part of each unit, though the emphasis can be on one or more of the five different skill categories of the ATL as described in the From Principles into Practice, for which different teaching and learning strategies are applied. The MYP approach to assessment recognises the importance of assessing not only the product, but also the process of learning.

5. **Roles**

The student is expected to do the following:

- Present neat work appropriately. Written work should be completed in blue or black ink, and diagrams should be in pencil and/or coloured pencils
- Sources of information must be cited, preferable using the Harvard Style as described in the Academic Honesty Policy.

- Be on time to class and fully prepared with all the appropriate materials for class work and assessment activities
- Respect each other's right to learn and to collaborate constructively with peers
- Submit any required work – homework, class work, assignments and projects, etc., on time.
- Be critical assessors of their own work (peer and self-assessment).

The teacher is expected to do the following:

- Clearly explain the requirements for each piece of work and provide students with relevant assessment criteria/rubrics.
- Allow adequate time for students to complete any given assessment task.
- Provide adequate access to any materials necessary for the successful completion of any assessment task.
- Assess all work appropriately, provide clear feedback and return it to the student promptly.
- Ensure that references are properly cited. (Refer to Academic Honesty Policy)

- Ensure at least two assessments are given against each criterion (in MYP) for the final grade report where possible.

Teachers are responsible for designing and providing formative assessment structures and practices that help students to improve their understanding of what constitutes the requirements for the highest levels of achievement are and where their own work stands in relation to this. Assessments must be returned to students within two weeks of the date they were submitted by students. The work should be accompanied by oral or written feedback. Formative assessment is also important for the teacher, as it should provide detailed feedback on the nature of the students' strengths and challenges. The emphasis here is on making the student a better judge of his or her performance and then helping him or her to develop strategies to improve. Students need to understand the assessment expectations, standards and practices and these should all be introduced early and naturally in instruction, as well as in class and homework activities. This is carried out by the subject teachers under the guidance and supervision of the HODs.

The Programme Coordinators have the responsibility of monitoring the implementation of this policy across subjects through regular meetings with the HODs and random inspection of assessment items, unit plans, lesson plans, and teacher assessment data.

6. The Programmes

6.1 Assessment in the PYP

At TIS Primary School Campus, we seek to assess the student's holistic learning in terms of:

The knowledge, concepts, skills, attitudes and learner profile attributes. In addition, we assess the levels of development in each of the following subject areas: Languages (English, Sign Language and any other additional language), Mathematics, Personal Social and Physical Education, Arts (Visual Arts, Music, Dance and Drama). We assess the students' understanding of the Central Idea of each Unit of Inquiry. At TIS Students are given every opportunity to show what they know can do and understand by using a variety of assessment techniques.

The tables here represent the grading for the levels of development and ATL skills for the different PYP classes.

ATL Skills Assessments

D	NOT VISIBLE: The student needs a lot of support to develop the skills
C	DEVELOPING: The skills are visible, but more effort is required to develop the skills further to meet the class level expectations.
B	CONSOLIDATING: The student is demonstrating the skills as per grade level expectations in various activities.
A	EVIDENT: The skills are very strongly visible and the student is demonstrating a highly developed use of the skills through their learning.

Early Years Level of Development

1	EMERGING: The student is beginning to demonstrate his/her understanding when given direct teacher instruction
2	DEVELOPING: The student can demonstrate his/her understanding but requires further practice and some teacher assistance
3	DEMONSTRATING: The student demonstrates his/her understanding with little assistance from the teacher
4	EXCELLING: The student competently demonstrates and can perform independently and apply this learning to new and different situations

Grades 1 to 3 Level of Development

1	EMERGING: The student has a limited knowledge and understanding of the content and a low level of competence in the processes and skills.
2	DEVELOPING: The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
3	DEMONSTRATING: The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
4	EXCELLING: The student has an extensive knowledge and understanding of the content and can readily apply this knowledge.

Grades 4 to 6 Level of Development & General Rubric

1	VERY POOR: Minimal achievement in terms of any subject objectives.
2	POOR Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.
3	MEDIOCRE: Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them in normal situations with support.
4	SATISFACTORY: A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
5	GOOD: A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
6	VERY GOOD: A consistent and thorough understanding of the required knowledge and skills, and ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
7	EXCELLENT: A consistent and thorough understanding of the required knowledge and skills, and ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. the student consistently demonstrates originality and insight and always produces work of high quality.

The IB programmes (MYP and DP) are using the IB Grade Descriptors:

6.2 Assessment in the MYP

Assessment in the MYP uses the assessment criteria published in the respective subject guides. There are four assessment criteria across all eight subject groups; namely criteria A, B, C and D. The description for each criteria is unique to the subject group.

To provide specificity to assessment criteria, task-specific clarifications are used. Teachers provide expectations or standards in relation to the published assessment criteria in the subject guides. This is a qualitative judgement of students' work. The achievement levels range from 0 - 8. The level descriptor which best describes the student's work becomes the level attained for the particular summative task.

Teachers are required to gather enough evidence (at least three achievement levels per criteria per semester) across all four criteria from a range of summative assessment tasks. To determine the final grade at the end of the semester, teachers use best-fit judgement to arrive at the achievement levels for each criterion. The sum across the four criteria is then compared with the MYP grade boundaries to determine the final grade.

IB MYP Grade Boundaries

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 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.
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.

6.3 Assessment in the IBDP

Summative assessments in each subject conducted during a semester have a weighting of 80%. End of semester exams conducted will carry a weighting of 20%. However, the Grade 12 mock exam will carry a weighting of 60% and IAs will carry a weighting of 40%. The assessment requirements of Group 6 subjects – (Theatre, Music and Visual Arts) being different from other subjects from Group 1 to 5, will have a different set of requirements in terms of the tasks to be completed every semester contributing to the final grade of that semester. Details of this can be found in the Group 6 section of the TIS – IBDP handbook.

TOK and EE will be graded on a scale from A to E based on the progress achieved. CAS progress will be mentioned in the semester reports.

IB DP Grade Boundaries

SUBJECTS	GRADES						
	1	2	3	4	5	6	7
Language and Literature							
English A: Language and Literature SL	0-14	15-29	30-44	45-57	58-69	70-79	80-100
English A: Language and Literature HL	0-14	15-29	30-44	45-54	55-69	70-84	85-100
English A: Literature SL	0-14	15-29	30-44	45-57	58-69	70-79	80-100
English A: Literature HL	0-14	15-29	30-44	45-57	58-69	70-79	80-100

Language Acquisition							
French B HL	0-15	16-30	31-49	50-61	62-72	73-84	85-100
French B SL	0-13	14-28	29-42	43-57	58-70	71-85	86-100
French ab initio SL	0-14	15-29	30-43	44-57	58-69	70-81	82-100
Spanish B HL	0-12	13-25	26-42	43-56	57-70	71-84	85-100
Spanish B SL	0-11	12-23	24-42	43-57	58-70	71-85	86-100
Spanish ab initio SL	0-14	15-30	31-45	46-60	61-72	73-86	87-100

Individuals and Societies							
Philosophy HL	0-11	12-34	25-39	40-52	53-65	66-78	79-100
Philosophy SL	0-10	11-23	24-36	37-49	50-62	63-74	75-100
Psychology HL	0-9	10-22	23-35	36-48	49-61	62-74	75-100
Psychology SL	0-8	9-21	22-34	35-47	47-59	60-72	73-100
ITGS HL	0-10	11-20	21-33	34-44	45-57	58-68	69-100
ITGS SL	0-9	10-20	21-32	33-44	45-57	58-69	70-100
Business Management HL	0-13	14-27	28-37	38-48	49-57	58-67	68-100
Business Management SL	0-10	11-22	23-31	32-43	44-56	57-67	68-100

Sciences							
Computer science HL	0-14	15-29	30-39	40-54	55-65	66-79	80-100
Computer science SL	0-14	15-29	30-39	40-54	55-65	66-79	80-100
Biology HL	0-15	16-30	31-44	45-56	57-69	70-81	82-100
Biology SL	0-15	16-30	30-42	43-54	55-69	70-81	82-100
Chemistry HL	0-15	16-30	31-42	43-54	55-69	70-81	82-100
Chemistry SL	0-15	16-30	31-42	43-54	55-69	70-81	82-100
Physics HL	0-21	22-34	35-46	47-57	58-67	68-76	77-100
Physics SL	0-19	20-32	33-44	45-55	56-64	65-74	75-100
Environmental Systems and Societies SL	0-11	12-22	23-35	36-45	46-56	57-66	67-100

Mathematics							
Mathematics HL (Calculus)	0-12	13-25	26-36	37-49	50-63	64-74	75-100
Mathematics SL	0-15	16-31	32-44	45-56	57-68	69-80	81-100
Mathematics (SL) Studies	0-16	17-30	31-43	44-56	57-69	70-80	81-100
Mathematics: Analysis and Approaches HL	0-12	13-25	26-36	37-49	50-63	64-74	75-100
Mathematics: Analysis and Approaches SL	0-15	16-31	32-44	45-56	57-68	69-80	81-100
Mathematics: Applications and Interpretation HL	0-12	13-25	26-36	37-49	50-63	64-74	75-100
Mathematics: Applications and Interpretation SL	0-16	17-30	31-43	44-56	57-69	70-80	81-100

The Arts							
Music-HL	0-14	15-30	34-46	47-56	57-67	68-77	78-100
Music-SL	0-15	16-31	32-46	47-56	57-67	68-78	78-100
Theater - HL	0-9	10-20	21-32	33-48	49-64	65-81	82-100
Theater - SL	0-8	9-19	20-30	31-47	48-64	65-80	81-100
Visual arts - HL	0-12	13-25	26-40	41-54	55-70	71-84	85-100
Visual arts - SL	0-12	13-25	26-40	41-53	54-70	71-84	85-100

SUBJECT	GRADES				
	E	**D**	**C**	**B**	**A**
Extended Essay	0-6	7-13	14-20	21-26-	27-34
Theory of Knowledge	0-3	4-9	10-15	16-21	17-30

The grade boundaries are subject to review annually based on the IB published grade boundaries.

7. **Students on Probation**

   At TIS, DP students are required to gain a minimum Grade 4 in any DP HL subject to proceed to the next semester. A student scoring less than 4 will be placed on probation and will receive support in order to achieve the minimum level by the following semester. Failing to score a minimum 4 within the second semester will result in the student dropping the subject or moving from Diploma Program to Diploma Course. Similarly, students require a minimum grade of 3 in any DP SL subjects.

8. **Internal Assessments**

   Process and final deadlines for all the internal assessment components will be shared at the beginning of the academic program.

9. **Academic Honesty**

   Teachers are required to use Turnitin to verify the authenticity of students' submitted presentations/work.

10. **Frequency of formative and summative assessments per semester**

Nature of assessment	Minimum number
Summative	4*
End of Semester Exams	1
Formative assessment	On-going

* Each summative task must be a different type. For example, test, presentation, project and essay.

11. Bibliography

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