

Assessment Policy

Notion International School

Last Review: January 2024

Teaching and Pedagogical Leadership Faculties

IB statement of mission

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 programs of international education and rigorous assessment.

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

School Mission

Notion International School is a professional learning community where everyone can learn by implementing advanced educational strategies and standards. We provide our students with all the competencies they need to positively contribute to serving local and global societies with a proud identity. We foster our students' eagerness to learn by providing stimulating curricula and extracurricular programs that emphasize meaningful connections with the students' real-life experiences. Notion School's mission is to raise balanced, open-minded, and principled students who can communicate confidently, think critically, and reflect effectively.

IB Learner Profile:

Inquirer: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others.

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.

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

Communicator: 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 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-Taker: 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 experiences. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Assessment at Notion International School is an integral part of the learning process, recognizing achievement and effort, showing progression, and providing sufficient evidence to monitor the effectiveness of teaching and learning.

The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of continuous assessment tasks that are clearly explained to students through success criteria, assessment tools, and rubrics so that students know and expect what they have learned, and are aware of their abilities, reflections, and their production.

Assessment also ensures that all students demonstrate their learning through the completion of the Primary Years Programme exhibition, the Middle Years Programme personal project, and the Diploma Programme extended essay.

Assessment must also take into consideration any students' special educational needs. Specific assessment accommodations are described in detail in the Inclusion Policy.

Purpose of the assessment policy:

The primary purpose of assessment within an International Baccalaureate (IB) continuum school is to serve as a foundational tool for supporting student learning and fostering continuous improvement. At Notion International School, assessment not only measures what students have learned but also informs how they can enhance their understanding, skills, and knowledge. Through assessments, students receive valuable feedback that guides their educational journey. This feedback enables them to identify strengths and areas for growth, facilitating their self-awareness and development. Moreover, the objectives of our assessment policy are designed to closely align with the IB's overarching mission and educational goals, emphasizing the cultivation of inquiring, knowledgeable, and globally-minded individuals who are well-prepared to make a positive impact on their communities and the world.

The assessment aims to:

- Identify students' prior knowledge, Conceptual understandings and skills (what they know, understand, and can do)
- Set learning goals to connect new learning to prior knowledge, improving the learning outcomes of students.
- Inform, enhance, and improve teaching and learning practices.
- Inform whether the learning goals of the teaching program have been achieved.
- Inform the agenda for collaborative meetings.
- Support and encourage student learning by providing feedback on the learning process.
- Provide opportunities for students to exhibit the transfer of skills in authentic real-life contexts across subjects, such as in the exhibition, personal project, and interdisciplinary assessments, including the extended essay and TOK essay.
- Promote a culture of continuous improvement and enhance positive student attitudes toward learning.
- Promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts.

- Promote the development of critical and creative thinking skills.
- Reflect international mindedness by allowing assessments to be set in a variety of cultural and linguistic contexts.
- Support the holistic nature of the program by including the principles that take into account the development of the whole student.
- Encourage students to be self-reflective in their learning, set realistic targets for themselves, and enjoy a sense of accomplishment when targets are met.
- Ensure that assessment tools and learning environments are tailored to the different needs and learning preferences of students.
- Clearly report and communicate valid and reliable information with students, parents, and the entire school community.

Purposes of Assessment at Notion International School – there are three main purposes of assessment:

The International Baccalaureate (IB) framework recognizes three types of assessment, which align with the broader educational concept of assessment for learning (formative assessment), assessment as learning, and assessment of learning (summative assessment). These three types are essential components of the IB assessment philosophy:

Assessment for Learning (Formative Assessment):

Purpose: To support and enhance student learning during the learning process.

Characteristics: Formative assessment occurs throughout the teaching and learning process. It is designed to provide ongoing feedback to both teachers and students to monitor progress and understanding. The feedback from formative assessment helps identify students' strengths and areas needing improvement, allowing adjustments to teaching strategies and student learning approaches.

Assessment as Learning:

Purpose: To engage students in the assessment process, encouraging them to take an active role in their own learning.

Characteristics: Assessment as learning involves students in setting goals, self-assessment, reflection, and peer assessment. It promotes metacognition, where students develop a deep understanding of their own learning processes, strengths, and weaknesses. Students actively engage in assessing their own work, setting criteria, and evaluating their progress, which empowers them to become self-regulated learners.

Assessment of Learning (Summative Assessment):

Purpose: To measure and report on what students know, understand, and can do at the end of a unit, course, or program of study.

Characteristics: Summative assessment takes place at the conclusion of a learning unit, and it is used to determine the extent to which students have achieved specific learning outcomes. The

results of summative assessments are often reported as final grades or certifications. These assessments provide a summary of a student's overall performance, serving as an indicator of their readiness for the next level of education or their mastery of a particular subject.

The IB emphasizes a balanced approach to these three types of assessment, recognizing that each plays a crucial role in helping students develop a deep understanding of their subjects and become lifelong learners. The focus on assessment for learning (formative) and assessment as learning, in addition to assessment of learning (summative), ensures that the assessment process serves not only the purpose of measuring achievement but also the enhancement of learning and the development of important skills such as self-assessment, self-regulation assessment capable students, and reflection.

The assessment structure at Notion International School:

Monitoring - Checking the progress of learning against personal learning goals and success criteria (what the students know and have learned):

The concept of monitoring emphasizes the ongoing assessment for learning (formative assessment). It is essential to regularly check students' progress against learning goals and success criteria to provide timely feedback and support their continuous improvement.

Differentiating - Aligning instruction to prior and ongoing assessment data:

Differentiation based on assessment data is consistent with the IB's focus on differentiated instruction to meet individual student needs. At Notion International School, we encourage teachers to use assessment data to adapt their teaching strategies to cater to the diverse learning styles and abilities of students.

Documenting - Compiling evidence of learning in various forms (portfolios, displays, journals, working sheets etc.):

The practice of documenting evidence of learning aligns with the IB's emphasis on holistic assessment, where students' progress and development are documented through various forms of evidence. This practice ensures that students' learning experiences and achievements are well-documented and considered in the assessment process.

Recording - Collecting and analyzing data:

Collecting and analyzing assessment data is a fundamental aspect of the assessment process at Notion International School. It allows schools to maintain reliable and valid assessment practices, ensuring that data is used to make informed decisions about students' progress and educational effectiveness.

Reporting - Communicating information to the learning community based on reliable and valid assessment results:

Reporting assessment results to the learning community is a regular practice at Notion International School. Effective communication ensures that students, parents, and teachers are

well-informed about students' progress and performance, which aligns with the IB's commitment to transparency and clarity in reporting.

Measurement and recording of assessment:

At Notion International School, assessment is an ongoing and dynamic process that guides effective learning and teaching, empowering students and teachers to become self-regulators through continuous reflection and adjustments to their teaching and learning practices, in accordance with IB standards. Reporting student assessment data is central to this process, providing meaningful feedback to all stakeholders, including students, parents, and teachers, who collaborate as partners throughout the learning journey.

Communication of student learning is rooted in curricular objectives and the achievement of targeted learning outcomes, which are measured against set learning outcomes and assessment criteria prescribed by the IB. Assessment is designed to focus on the quality of student learning throughout the process of inquiry and instruction, as well as on the quality of the products of that learning. This approach allows us to effectively analyze student learning and assess the overall effectiveness of our teaching practices, providing a strong foundation on which to base our future planning and practice.

Assessment is central to the school's goal of thoughtfully and effectively guiding students through the five essential elements of learning:

1. Acquisition of knowledge
2. Understanding of concepts
3. Mastery of skills
4. Development of dispositions
5. Taking responsible action and reflection

Students, parents, teachers, and administrators must have a clear understanding of the reasons for assessment, what is being assessed, the criteria for success, and the method by which assessment is made. Both students and teachers should be actively engaged in the assessment process.

Assessment Strategies and Recording Tools

The foundation of a thorough approach to assessment consists of assessment methodologies and recording technologies, which serve as the institution's response to the issue of "How will we know what we have learned?" The techniques or procedures teachers employ to discover more about a student's learning are known as their tactics. The tools used to collect data are utilized by teachers to capture this information utilizing several technologies.

It is crucial to assess which tools are most acceptable, pertinent, and consistent with IB criteria and standards while selecting effective strategies. This makes it easier to guarantee that the learning experience is effectively assessed. Numerous methods and recording devices are employed at Notion Inter.

Observations: All students are observed regularly with a focus on the individual, the group, and/or the whole class. Records such as checklists and note-taking are common methods of recording observations. Performance **Assessments:** The assessment of goal-directed tasks with established criteria, providing authentic and significant challenges and problems. In these tasks, there are numerous approaches to the problem and rarely only one correct response.

MYP and DP may have subject-specific answers, which are not always subjective.

Selected Responses: Common examples are tests, quizzes, and written projects. Open-Ended Tasks: Students are presented with a challenge and asked to provide an original response. The response could be a brief written answer, a drawing, a diagram, or a solution. Self and/or Peer Assessment. Recording Tools

Rubrics: An established set of criteria for rating students in all areas. The descriptors inform the assessor what characteristics or signs to look for in students' work and how to rate that work on a predetermined scale. Rubrics are issued to students at the beginning of tasks and/or with the assessment.

Checklists: Lists of information, data, attributes, or elements that should be present. A mark scheme is a type of checklist.

Anecdotal Records: Brief, written notes based on observations of students. Exemplars: Samples of students' work that serve as concrete standards against which other samples are judged.

Reporting

Written Reports:

Reports are provided to parents digitally three times a year. Two report cards and one progress report. The report indicates the progress being made (Areas for Growth) in all academic areas, as well as work habits and social skills. Furthermore, it also identifies areas for improvement (Areas for Development) for all grade levels. PYP reports also include comments and feedback on the student's level of achievement in areas related to the Approaches to Learning, Learner Profile and overall behavior and adherence to the school's discipline policy.

Parent-Teacher Conferences (PTC)

Parent-teacher conferences are held several times per year following the delivery of formal report cards.

Student-led Conferences in the PYP and MYP

The aim is to give students the opportunity to share their perspectives on what they have learned and how they have learned it. Students take responsibility for the conference and lead the learning process with parents.

Portfolios

A student portfolio is maintained throughout the year and is sent home at the end of the academic year. The Portfolio will contain examples of student-assessed work collected during the academic year. In addition, students may select other work they wish to include in their portfolio.

Unit Newsletter in the PYP and MYP:

Parents receive the newsletter document after each unit of inquiry which includes pictures and captions that document the students' learning and experiences inside and outside the classroom.

Parents are encouraged to request a conference with their child's teacher(s) at any point during the school year.

Supporting Assessment

Notion International School expects students to:

- Demonstrate a range of knowledge, conceptual understanding, skills, and attitudes in a variety of different ways.
- Participate in reflection, self-assessment, and peer assessment.
- Analyze their own learning and understand how it can be improved.
- Arrive promptly to all lessons with the appropriate materials for the lesson or assessment task.
- Respect the right of others to learn.
- Collaborate constructively with peers.
- Submit all required work, including homework, class work, assignments, and projects, within stipulated deadlines.

Notion International School expects teachers to:

- Clearly identify what is required for each piece of work and provide students with assessment rubrics that include details of objectives, assessment criteria, and task-specific clarification.
- Provide adequate time for students to complete assessment tasks.
- Provide adequate access to necessary materials to complete assessment tasks.
- Assess work carefully and appropriately and return it to the student promptly.
- Maintain detailed assessment records and use these to provide valid student achievement information for students and parents, both ongoing and at the time of formal reporting.
- Use the collection of assessment data to inform each stage of the teaching and learning process.
- Provide students with a balance between formative and summative assessment tasks.
- Provide students with constructive feedback, and assist them set personal success criteria.
- Develop parent understanding of the purpose and practice of student assessment.

Parents can help with:

- Supporting students in completing their schoolwork, without doing the work for them.
- Engaging in opportunities to be involved in, support, and celebrate student learning.
- Providing students with adequate time, physical space, and necessary equipment (such as a computer) to complete homework.
- Signing and returning summative assessment feedback, which will be stored in the student portfolio.
- Attending meetings with the subject teacher/programme coordinator to discuss strategies for improving learning and raising student achievement.
- Monitoring student progress by attending teacher-parent-student conferences.
- Alerting the teacher if a student is experiencing any difficulties with the completion of homework assignments.
- Developing healthy eating habits and routines for adequate sleep.
- Ensuring the student meets the school's attendance requirements.
- Deadlines for Submission of Assessments
- Deadlines for submission of work will be clearly specified on the assessment rubrics. Students will be informed about the summative assessment tasks in advance. The length of notice given may vary from subject area to subject area.
- Completed assessments must be submitted on the due date and handed to the relevant teacher or sent electronically (if this has been previously agreed with the teacher).

It is the responsibility of the student to ensure that the work sent electronically has been duly received by the teacher. Problems with technology are not an acceptable excuse for late or non-submission of work; students should back up their work.

If a student is absent from school on the due date for tests, oral presentations, or other work that cannot be sent electronically, an official written justification must be provided to the school on the first day back. In exceptional circumstances, an extension may be agreed upon between the student and the teacher, with parents informed of this.

There will be consequences for late submission of work without an adequate explanation. If work is given in late without the agreement of the teacher or not submitted after the extended deadline, a grade of NS (Not Submitted) is entered (zero), and the parents are informed. Failure to submit work will have a detrimental effect on both overall progress and final grades. Individual subject group teachers have the option of giving feedback on work submitted late. If a deadline is missed for the second time, parents will be called in for a meeting with the subject teacher to discuss solutions.

Homework

Work done outside of school is an important part of the learning process as it not only reinforces what is done during lessons but also helps to develop Approaches to Learning such as autonomy, organization, and self-management skills.

The amount and type of homework given will vary from year to year and subject group to subject group. Deadlines for submission of homework will be set and are expected to be met. Late or non-submission of homework by the due date will be dealt with as per "Deadlines for submission of assessments."

Parents will be notified if any student repeatedly fails to submit homework on time or repeatedly submits incomplete work.

Assessment in the PYP

Assessment within the Primary Years Program (PYP) is viewed as an integral and continuous process that extends beyond mere evaluation. Rooted in the philosophy that assessment is a dynamic collaboration between teachers and students, it encompasses a multifaceted approach to monitoring, documenting, measuring, reporting, and adjusting learning experiences. This approach is aligned with the principles and practices outlined in the PYP and is guided by the following key components:

Collaborative Monitoring and Documentation:

Assessment involves an ongoing partnership between teachers and students, fostering a collaborative environment where both actively contribute to the assessment process.

Teachers and students collaboratively monitor, document, and analyze evidence of student learning, providing a comprehensive understanding of individual progress.

Active Student Engagement:

Students are not passive recipients of assessments; instead, they are active participants who engage in assessing and reflecting on their own learning.

Acting on feedback from both peers and teachers, students use this information to feed forward, informing their next steps in the learning journey.

Development of Assessment Culture:

Fostering an assessment culture is pivotal, involving the cultivation of assessment capabilities among all members of the learning community, including teachers, students, and parents.

This culture emphasizes shared responsibility for the assessment process, contributing to a holistic and learner-centered educational environment.

Co-Construction of Learning Goals and Success Criteria:

Learning goals and success criteria are co-constructed in a participatory manner, involving both teachers and students in the formulation and understanding of what success looks like.

Clear communication of these goals ensures transparency and shared expectations within the learning community.

Comprehensive Assessment:

Both learning outcomes and the learning process are assessed, recognizing the importance of evaluating not only the end results but also the journey taken by each student.

This holistic approach to assessment ensures a nuanced understanding of students' abilities, challenges, and growth.

Backwards and Forward-Looking Design:

Assessment design is characterized by a dual focus, encompassing backwards-looking reflection on past learning experiences and forward-looking anticipation of future learning needs.

This strategic design ensures that assessment practices contribute not only to retrospective evaluations but also guide future educational endeavors.

Assessments for Learning:

Emphasis is placed on formative assessment practices, allowing teachers to gather real-time data on student understanding.

Formative assessments inform instructional decisions, enabling educators to provide timely support and address individual learning needs.

Significance of Formative Assessments:

Dynamic Feedback Loops:

Formative assessments play a pivotal role in the learning process, providing dynamic feedback loops between teachers and students.

Ongoing formative assessments allow for immediate adjustments to instructional strategies, addressing individual learning needs promptly.

Responsive Teaching:

Teachers utilize formative assessments to gauge student understanding in real time, adapting their teaching methods to ensure optimal comprehension.

Formative assessments act as diagnostic tools, helping identify areas of strength and areas requiring further support.

Assessments as Learning:

Metacognitive Development:

Assessments as learning focus on developing metacognitive skills, encouraging students to reflect on their learning processes.

Self-assessment becomes a reflective tool for students to understand their strengths, and areas for improvement, and set personalized goals.

Assessments of Learning:

Summative assessments provide a comprehensive overview of students' achievements at specific points in time.

These assessments contribute to reporting and serve as a culmination of the learning journey, offering insights into overall proficiency and growth.

Role of Summative Assessments:

Unit of Inquiry Summative Assessments:

Summative assessments are conducted at the culmination of each Unit of Inquiry, offering a comprehensive evaluation of students' mastery of the knowledge, conceptual understanding and skills covered during the unit of inquiry.

These assessments provide insights into the overall achievement and understanding of the central idea explored during the unit.

Biannual Summative Stops:

Two summative stops, scheduled in December and May, serve as significant milestones for assessing students' overall progress and achievement.

These summative stops provide an opportunity to reflect on learning outcomes, adjust instructional strategies, and inform parents about their child's development.

Assessment Integration into Units of Inquiry:

Inquiry-Driven Assessment:

Assessment is seamlessly integrated into the inquiry-based learning process within each unit.

Formative assessments guide ongoing inquiry, ensuring that assessment practices align with the principles of the PYP.

Authentic Assessment Methods:

Authentic assessment methods, such as projects, presentations, and collaborative activities, are employed to align with the inquiry-driven nature of the PYP.

These methods capture a holistic understanding of students' abilities, fostering a comprehensive view of their learning.

Data-Informed Decision Making:

Continuous Improvement:

Assessment data, derived from both formative and summative assessments, informs data-informed decision making. Teachers use this information to adjust instructional strategies, provide targeted support, and contribute to the continuous improvement of teaching and learning practices.

Assessment-Capable Teacher and Student:

Assessment-Capable Teacher:

PYP emphasizes the development of assessment capabilities among teachers. Teachers are equipped to design, implement, and interpret assessments effectively.

Continuous professional development ensures that teachers stay abreast of best practices in assessment, enhancing their ability to support student learning.

Assessment-Capable Student:

The PYP nurtures assessment-capable students who actively engage in their learning journey. Students develop metacognitive skills, allowing them to assess their own progress, set goals, and take ownership of their learning.

Assessment in the MYP

MYP assessment criteria:

As part of our ongoing commitment to transparency and collaboration, we believe it's essential to involve all stakeholders in understanding and supporting the assessment process. The assessment criteria are shared with students and how they will be evaluated in all tasks given and classroom displays and activities. Additionally, we host a Parents' Orientation Workshop focused on assessment in the MYP (Middle Years Programme). This workshop covers important aspects of assessment, including the purpose, types, and role of assessment in the MYP curriculum. It will provide an opportunity for parents to gain insights into their child's learning journey and how they can support their academic growth effectively. The students are also introduced to the criteria of each subject several times and how they would be assessed through different types of assessment. Introducing the command terms of each subject and how to be tackled in the assessment has a great impact on the students' achievements.

Types of Assessment

Diagnostic assessment

Formative assessments

To monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. Formative assessments help students identify their strengths and weaknesses and target areas that need work after receiving reflection and feedback supporting their skills and knowledge for the summative assessments. Student peer and self-assessment can be important elements of formative assessment plans. There are different tools to be used like anecdotal, observations, rubrics, performance, and checklists.

Summative assessments

Summative assessment is designed based on the backward design of the unit planning which allows students to demonstrate the understandings, objectives, and skills learned during the unit. A judgment is made by the teacher of the standard of achievement reached by each student. It is based on subject-specific objectives and should reflect the achievement against the criteria for the subject. Most students complete a GRASPS assessment at the end of each unit. The assessment is a culmination of the academic skills and ATL (Approaches to Learning) skills that have been learned throughout each IB MYP unit of study. GRASPS assessments will be graded based on the IB MYP assessment criteria.

Assessment Tasks MYP

These assessment strategies, and others, can all be used to develop suitable and appropriate performances of understanding. Tasks will be specific to MYP objectives, although various categories of tasks exist that are broadly represented by the following list.

- Compositions—physical, artistic
- Creation of solutions or products in response to problems
- Essays
- Examinations, Questionnaires, Investigations, Research, Performances,
- Presentations—verbal (oral or written), graphic (through various media)

ePortfolio

In our school, we utilize the MYP (Middle Years Programme) Applied ePortfolio as a dynamic tool for students to document, reflect upon, and showcase their learning experiences within the realm of design. The MYP Applied ePortfolio serves as a digital platform where students can curate evidence of their design projects, demonstrate their understanding of design principles, and track their progress over time. Process journals are also a tool for tracking the student's progress and performance as in virtual arts.

Deadlines for submission of assessments /Absence during exams

In our assessment policy, it is acknowledged that students may occasionally be unable to participate in assessments due to legitimate reasons. In such cases, if a student is absent from an assessment with a valid excuse, they will receive an 'N/A' (Not Available) designation, indicating that the assessment was not applicable to them. However, if a student is absent without a valid excuse, they will be assigned a score of zero for the assessment.

Regardless of the reason for absence, whether it be excused or unexcused, the student's participation in the assessment will be recorded as an in-class activity or homework task. Subsequently, the assessment will be corrected and reviewed with the student, and a reflective discussion will take place between the student and the teacher.

This approach ensures that students are held accountable for their academic responsibilities while also recognizing the importance of accommodating genuine circumstances that may prevent their participation in assessments. By engaging in reflection and dialogue with their teachers, students can learn from their experiences and take ownership of their academic progress.

Identifying students' level of achievement in each subject:

- In each assigned task, teachers locate the students' level in each criterion according to the 1-8 rubric as defined for years 1, 3 & 5 in each subject guide. Besides the Task-specific clarification attached to each task given to the students in all subjects. The TSC is in the student's language.
- Each assessment criterion is assessed at least twice per year. All tasks are approved by the MYPC and subject HODs during the subject collaborative meeting. The tasks are planned in advance based on the subject timeframe and marked on the MYP task calendar shared with students and parents in advance "weekly assessment schedule".
 - The students apply task self-assessment or peer assessment.

Grade boundaries

Academic achievement in the IB MYP is reported using nine possible levels of achievement (0-8) divided into four bands. The bands, described on the subject area assessment criteria rubrics, represent limited (1-2), adequate (3-4), substantial (5-6) and excellent (7-8) performance. Assessment Criteria for the group has four different criteria against which student achievement is assessed.

The advantage of these criteria being subject-specific is that a student receives detailed information on what they can do to improve in that subject in each of the key areas that matters in that discipline.

Regarding the reporting, the school publishes Written Reports from 3 to 2 reports per year. The sum of the final level of each criterion is calculated to reach the subject score. This score is then translated into a 1-7 grade using the grade boundary table as published by the IBO for each subject. To understand this achievement, it is important to pay attention to all the individual criterion achievement levels as these show a student's strengths and weaknesses in the subject, as well as the grade and the general grade descriptors. For example:

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.

Grading

Teachers do NOT use the highest, lowest, or average mark to reach the final level, but rather “best-fit approach”

Reflection process

MYP assessment emphasizes individual achievement. Students are encouraged to reflect on their own learning and use the descriptors to motivate themselves to a higher level of achievement. For each assessment, students undergo the reflection process for their assessments. They are to receive feedback for a fruitful feed forward through the teacher's detailed comments and productive discussion. The student also builds his/ her own reflection.

Reporting:

Types of reporting

In our assessment policy, we aim to provide comprehensive insights into students' academic progress and development. To achieve this, we offer two distinct types of reports: the report card and the progress report. The progress report's primary purpose is to update parents and guardians on their child's ongoing academic progress and behavior. The progress report may include interim grades, comments from teachers regarding recent performance, and recommendations for improvement. The report card provides parents and guardians with a snapshot of their child's overall academic achievement and behavior and all the IB elements related to the units for each subject.

The reporting system includes students' academic performance by general grade descriptors that explain overall work quality per subject. Final student achievement for each subject is reported on a seven-point scale as shown below. In the evaluation of the Approaches to Learning and Service as Action, there are seven outcomes prescribed by the IB. During their time in the MYP students must meet and grow through all of these seven learning outcomes. The IB learner profile attributes and the student's behavior are reported. The interdisciplinary unit is evaluated once per year.

Alignment Academic Integrity Policy Assessment:

The students are aware of the academic integrity policy, and they must make their work personal and write using their own “voice”. Acknowledge help and resources used. Allow them time to do the work properly. Submit work that is authentic as part of the e-portfolios and personal/community projects. Familiarize themselves with what constitutes academic misconduct,” referring to the academic integrity policy”.

At MY5, students are expected to: Use in-text parenthetical referencing for any source material used (text or images). Understand plagiarism and intellectual property as well as the consequences of academic misconduct.

Parent-teacher conferences.

They are essential for fostering communication and collaboration between educators and parents, which ultimately benefits the students. Having these conferences on the school campus provides a familiar environment for both parents and teachers to discuss the students' performances and reflect on the reports shared. Some individual meetings are requested from both sides.

Assessments and collaborative planning processes in MYP take place on several occasions.

Before Summative tasks / Post Summative Tasks (during marking)

- Standardization:

Teachers use summative tasks and their professional judgment to identify the student's final achievement level based on the description of the levels and tasks.

During the subject collaborative meeting, standardization is carried out within MYP subjects where a department has two or more teachers, teachers must meet, and the process aims to make sure all parties come to a common understanding of the assessed criteria, awarded levels, and nature of the task. Where there is a single teacher in that subject, a teacher from another subject area will volunteer to share tasks for standardization or share with the IB community in the same subject area for support.

A minimum of two samples from each grade level should be brought to the table each semester. Discussions of how the other teacher would have assessed the work should be documented with notes or marked on rubrics for record keeping and future use.

- Interdisciplinary Planning Practice:

As the IDU is required to be implemented once per grade level, Teachers involved in the IDU periodically meet during collaborative planning time to discuss assessments and alternative ways to assess the students' levels of acquisition of knowledge, measure task appropriateness, and create assessments that cross-subject groups within interdisciplinary units. Additionally, the standardized mark for the students' task. They also suggest ideas on how to implement differentiation in the unit and reflected in the assessments for some students.

- Disciplinary Planning Practice

Subject HOD and Teachers periodically meet during collaborative planning time scheduled in their timetables to discuss assessments, alternative ways to assess the students' levels of acquisition of knowledge, the subject aims, conceptual understanding to be reflected in the assessment tasks and objectives to measure task appropriateness, and to create assessments that accurately measure the students' levels of achievements against all prescribed subject criterion. Additionally, Application of differentiation in different ways throughout the teaching and learning strategies. Discussing different ways to emphasize the ATL through the teaching process and to be reflected in the assessments tasks. The students have their self-reflection on the ATL applied.

MYP Personal Project

The Personal Project Coordinator and supervisors are responsible for applying a common standard for determining students' achievements. Supervisors assess each personal project using published criteria.

The MYP personal project is a student-centered and age-appropriate practical exploration in which students consolidate their learning throughout the programme. All MYP 5 students have to go through the Personal project. This long-term project is designed as an independent learning experience of approximately 25 hours. The personal project formally assesses students' ATL skills.

Personal project handbooks include all the details regarding the personal project process starting from planning to the standardization.

Supervisors' role is highlighted in the Personal project handbook which is mainly responsible for applying a common standard for determining student achievement. Supervisors assess each personal project using published criteria.

Supervisors conduct internal standardization, assess the project report, and submit criterion-level totals to the IB.

MYP Coordinator uses the IB Information System (IBIS) to enter criterion-level totals awarded for each personal project. Each personal project sample uploaded to IBIS must be complete.

Success Criteria For MYP students to pass and move to the next academic year:

MYP 1–5 (Grades 6-10): criteria for progressing to next grade level

- For a student to automatically progress to the next grade level they must:
- Gained at least a boundary of 3 in each subject. Formative and summative assessments are counted in consideration of the best-fit approach.
- Gained at least a boundary 3 for the interdisciplinary unit
- Completed the school's requirements for Service as action
- Maintained a minimum of 80% attendance

For MYP 5:

- Gained at least a level boundary 3 for the personal project
- Failure to meet any of the above requirements will result in the summer course.

The requirements for the MYP certificate of completion are also the conditions for promotion from Grade 10 (MYP5) to the IB Diploma Programme.

In addition, to meet the entry requirements for chosen courses of study in DP1, a student should have (see the admissions policy):

- a Grade 10 (MYP5) score of 5 or above for each Higher-Level subject;
- a Grade 10 (MYP5) score of 4 or above for each Standard Level subject.
- English Language minimum requirement: English Literature with a minimum grade of 5 in the MYP.
- Mathematics Higher Level: highly recommended a minimum grade of 5 in the MYP Mathematics.
- The student has met MYP expectations for Service as Action and personal projects.
- Attendance of at least 90% in each course. Students who fail to meet these criteria will have their promotions reviewed by the school. Parents and students concerned will be involved in this consultation process

Additional requirements for new students:

- Mathematics, Arabic, and English Language entrance tests
- Submission of diagnostic tests
- Exams and Report Cards from previous school

Assessment in the DP

Assessment is an integral part of the learning process. It recognizes achievement and effort, shows progression, and provides sufficient evidence to be able to monitor the effectiveness of teaching and learning.

Assessments must be continuous and clearly explained to students, through success criteria and rubrics, so that students know and expect what they have learned and are aware of their abilities, their reflections, and their production.

Assessment in the DP is intended to support curricular goals and to encourage appropriate student learning. (DP From principles to practice. August 2015) Assessments are based on course aims and objectives. Assessment data is analyzed to inform teaching and learning. Various assessment strategies are used. (See Assessment Strategies, hereunder).

Assessments in the DP are both external and internal. External examinations are written and sent to the IB for marking and grading. Internal assessments are marked by teachers and include oral work in languages, laboratory work in the sciences, and investigations in mathematics. These grades are then sent to the IB. Samples of work are submitted to the IB for moderation purposes.

Appropriate internal assessment timelines are a very useful instrument to help students and teachers plan their work in realistically manageable loads, as final assessment requirements cannot all be completed at the same time. IB well-designed timelines reduce stress on students and allow time for teachers to provide feedback on drafts, check that the work is authentically that of the student, mark final pieces of work, and prepare moderation samples in an organized fashion and before any due date.

Assessment aims to:

Improve the learning outcomes of students. Guide teaching and learning practices.

Inform whether the learning goals of the teaching programme have been achieved.

Support and encourage student learning by providing feedback on the learning process.

Provide opportunities for students to exhibit transfer of skills across subjects, such as in the exhibition and personal project and interdisciplinary assessments; an extended essay, and TOK essay.

Assess a deep understanding of subject content by supporting students in their inquiries set in real-world contexts; Assess the development of critical and creative thinking skills;

Encourage students to be self-reflective in their learning, to set targets for themselves that are realistic, and to enjoy a sense of accomplishment when targets are met.

Types of Assessment - Preparation for the External Assessments

Formative assessments Throughout an IB course, teachers use formative assessments to determine students' strengths and limitations in accessing the required content knowledge and skills. While preparing students for summative assessments, teachers use a variety of formative assessments to scaffold student development of content knowledge and skills. All formative assessment tasks are followed by reflection and feedback.

Summative assessments are tasks that are formally reported to parents and students. Summative assessments – assessments happen occasionally in class, 2-semester exams in DP1.

Pre-Mock and Mock in DP2. Many of the summative assessments take the form of mock IB examinations, using IB DP past papers.

Internal Assessment (IA) tasks are those that will contribute to final IBDP grades from the IB. The format and criteria for these tasks are specified in all subject guides.

IBDP Summative tasks will use criteria rubrics based on those in the relevant subject or core guide. Teachers are encouraged to facilitate students developing task-specific descriptors from these criteria.

IBDP Summative tasks will always and only use questions and problems centered on the command terms specified in the respective subject guides.

All teachers are using Questions Bank for creating all formative, and summative assessments.

Grade boundaries

The International Baccalaureate (IB) Diploma Programme (DP) uses grade boundaries to determine the final grades awarded to students in each subject. Grade boundaries are set in each examination session based on a statistical analysis of student performance across all components of the assessment (such as written examinations, coursework, and internal assessments). Here's how grade boundaries typically work in IB DP exams:

Grade boundaries represent the minimum raw score required to achieve a particular grade in a subject. These boundaries are determined by the IB after analyzing the overall performance of students in the subject across different assessment components.

Grade boundaries are aligned with grade descriptors, which outline the characteristics of student work corresponding to each grade level (e.g., 7, 6, 5, etc.).

These descriptors describe the qualities of work expected at each grade, such as depth of understanding, application of knowledge, critical thinking, and communication skills.

IBDP Summative tasks and IAs completion/submission dates will be included on the 'Key Dates' in Notion International School DP internal assessment calendar shared with parents and students.

All **IA work** is graded by the subject teacher as directed by the subject guide. Teachers will record their grades and comments, but these will not be reported to students or parents. As these tasks are to be moderated externally, it is inappropriate to reveal evaluative information to students.

Submission

The IBDP assessment submission policy and procedures apply to IAs and IBDP Summative Assessments.

Late submission of assessments, or missing an assessment session, is not acceptable unless:

1. Respective subject teachers have granted an extension, or have agreed to and rescheduled an alternative assessment session*
2. The absence or missed assessment session is covered by a medical certificate, or for pastoral issues confirmed by the DPC

Absence during exams:

Attending the school day is crucially important for the learning process and the students' performance. The absence will reflect on the academic performance of the students, and he/she will miss hours from the total number of hours per subject.

In case the student is sick, the parent has to submit a sick certificate to the DP head office earlier than 7:30 am. dp@noion-edu.com

No assessment will be repeated in case of an unexcused absence, the exam will be taken as practice.

Semester grading of student achievement

IBDP students will receive formal semester grades at the completion of semesters 1, and 2 in DP1, and Pre-Mock and Mock in DP2 receive a grade between 1 – 7.

Reporting and recording

DP1 Report Cards:

Two report cards are communicated to parents each year. Each report card reflects the students' academic achievements. DP1 Semester one exam report cards and DP2 Final Exam report cards

Students are provided with clear guidelines from their teachers to improve their personal and academic performance.

DP2 Report Cards:

Two report cards are communicated to parents each year. Each report card reflects the students' academic achievements as well as the development of the approaches to learning.

Pre- Mock Exam report cards and Mock Exam report cards

Teacher assistance and feedback for Internal Assessments and the Extended and TOK Essays

DP teachers have to scaffold learning to ensure DP students are prepared and able to complete work for Internal Assessments (IAs). IA requirements vary across subjects, and subject teachers need to be clear about the **nature, type, and timing** of the assistance and feedback they can reasonably give to students. Some examples:

For the **Extended Essay**, supervisors should

- Read and comment on one completed draft only of the extended essay
- Read the final version to confirm its authenticity

For the **Theory of Knowledge essay**, there is only a final draft – teachers should not review a Tok essay draft as they do for the Extended Essay or the IAs example above.

The IB and AI tools

Academic honesty and personal integrity are fundamental components of a student's education and character development. Notion International school expects that students will not cheat, lie, plagiarize, or commit other acts of academic dishonesty in any assessments, no matter the type or the stakes.

Academic dishonesty and malpractice may take many forms, and these, and their consequences and procedures, are set out in the DP Academic Integrity Policy

The IB and AI tools: Academic Integrity Guide *Appendix 6: Guidance on the use of artificial intelligence tools* https://resources.ibo.org/dp/topic/Academic-honesty/works/edu_11162-58121?lang=en&root=1.6.2.10.15

"The IB will not ban the use of AI software. The simplest reason is that it is the wrong way to deal with innovation. Over the next few years, the use of this kind of software will become as routine as calculators and translation programs. It is more sensible to adapt and teach students how to use these new tools ethically."

"Before writing a piece of work, students should find research material—it is entirely reasonable to use a search engine to do this. This research will give them ideas and help shape their arguments.

Students benefit from having an example of a good essay to look at when drafting their own work. There is nothing wrong with this, although the student must be clear that they are only using it to understand what good essay structures and coherent supported arguments look like, not to copy sections of it.

Students should be encouraged to ask the software research questions rather than the essay title, and then explore the sources it provides—ensuring they also explore the inherent bias of the results."

“What does the IB expect when a teacher checks the authentication box to confirm that work is the student’s own?”

The teacher has seen the student develop the work over a period of time—IB coursework is not designed to be completed in a single evening.

This is the best approach in ensuring that the work belongs to the student, and it also encourages best practice in writing coursework.

The student can explain their work sufficiently—to give confidence that it has been created by them.

The student is clear when they are quoting other people’s ideas and when they are claiming an idea or conclusion as their own work—this is the expected way of referencing.

The teacher confirms the quality of the final piece of work is in line with what they would expect the student to be able to produce.”

Academic Integrity Guide

Appendix 6: Guidance on the use of artificial intelligence tools

Special Education Needs

The following accommodations could be provided to support a candidate with special assessment needs:

- Arrangements for approving and appointing a scribe, reader, prompter, practical assistant or communicator, as and when necessary, who may assist them as per IBO guidelines.
- Additional time may be authorized for written examinations and certain activities connected to the internal assessment according to the candidate’s assessed needs.
- Additional time to complete assignments during the two-year programme (for example, the extended essay, the theory of knowledge (TOK) essay, etc.
- Consider the option of pursuing the certificate course, which will involve studying fewer subjects.

Standardization

- Standardization will be carried out at least a minimum of once a semester in each subject area.
- Standardization is carried out within the subjects where a department has two or more teachers.
- Where there is a single teacher in that subject, a teacher from another subject area will volunteer to share tasks for standardization.
- During collaborative meetings, teachers will collect samples of assessed student work, unit objectives, sample tasks, and lists of task types to drive the process of standardization.

- A minimum of two samples from each grade level should be brought to the table each semester.
- Discussions of how the other teacher would have assessed the work should be documented with notes, or marked on rubrics for record keeping and future use.

Deadlines for submission of assessments/Internal Assessments

- We teach all our students to be responsible and committed therefore, deadlines are important.
- Students have to submit all their tasks/homework on time. In case the student submits their work late, the students will not receive feedback (Including Internal Assessment)
- Non-submission tasks will affect the final grade in the report cards, and it will affect the predicted grades submitted to IB by the end of DP2

Deadline for Subject choice changes:

- Based on the preliminary evaluation students may change subject choices by the end of October in DP1.

Criteria for successful completion of DP1 to be promoted to DP2:

- Gained at least 4/7 in HL subjects and 3/7 in SL subjects
- Students' absence days didn't exceed the limited time (DP1)
- Maintained a successful record of behavior
 - Completing CAS tasks assigned for the first year.
 - Completing Extended Essay tasks assigned for the first year.
 - No record of malpractice as defined by the Academic Integrity policy.
 - Meeting all internal deadlines set by the DP teachers and approved by the DPC.
 - Exceptions for promoting students should any of the above criteria be met must be justified and approved by the school head.

Retakes:

If the students don't Gain at least 4/7 in HL subjects and 3/7 in SL subjects, he/she will have an August retake exam and he/she will join an obligatory summer course.

In case of failing in one subject after the retake exam, the student will be under probation and the parent will sign a consent form

In case of failing in two subjects after the retake exam, the student will be under probation and the parent will sign a consent form

Awarding The IB Diploma

Each subject is awarded a maximum of 7 points making a total of 42 points maximum.

Core components are awarded an achievement level as follows: A: Excellent, B: Good, C: Satisfactory, D: Mediocre, E: Elementary.

Levels of both the extended essay and theory of knowledge are combined as follows to determine a grade from 0 to 3 for the students, adding up the total score to be a maximum of 45:

TOK / EE	A	B	C	D	E
A	3	3	2	2	Failing Condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing Condition				

In order to be awarded the IB Diploma certificate, students must meet the following requirements as outlined in the “General Regulations: Diploma Program” guide:

- CAS requirements have been met.
- The candidate’s total points are 24 or more.
- There is no “N” awarded for theory of knowledge, the extended essay or for a contributing subject.
- There is no grade E awarded for the theory of knowledge and/or the extended essay.
- There is no grade 1 awarded in a subject/level.
- A minimum of 4 in HL subjects with the exception of one 3 allowed. A minimum of 3 in SL subjects with the exception of one 2 allowed.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

Government Related Assessments

The Ministry of Education requires all international schools to abide by the Arabic, Religion, and Social Studies ministry curriculum.

Based on this, the students are assessed monthly and annually to measure the students' level in these subjects.

Frequency of the exams:

Grade	Level	Assessment Duration
PYP 4	Oral Exam Arabic and Religion	Term 1 & 2
PYP 5	Oral Exam Arabic and Religion Written Exam Arabic & Religion	Term 1 & 2
PYP 6	Written Exam Arabic & Religion	Term 1 & 2
PYP 7 & 8	Written Exam Arabic, Religion, and Social studies	Term 1 & 2
MYP 1-5	Written Exam Arabic, Religion, and social studies.	Term 1 & 2
DP 1-2	Written Exam Arabic, Civic Students and Religion	Term 1 & 2

Responsibility for the implementation of the Assessment Policy:

- The pedagogical leadership team (PLT) follows and ensures that this policy is disseminated and applied by the entire school community.
- All teachers must apply this policy.

For the **Assessment Policy** established in Notion International School to remain in effective use:

- The policy is revised and reviewed yearly.
- An alignment with the updated policies occurs within the review.
- Communication of all school policies to the school community takes place periodically.

References and Alignment: Our Assessment policy is closely aligned with the IB Standards and Practices and the IB guides and documentation in the three programmes.

References:

International Baccalaureate. PYP From Principles into Practice, Learning and Teaching, Assessment.

International Baccalaureate. MYP From Principles into Practice, Learning Approaches to Assessment.

International Baccalaureate. DP From Principles into Practice, Learning Approaches to Assessment.