MySchool
Assessment Policy

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Nov, 2023

June 2020

MySchool Vision & Mission

<u>Vision:</u>

We go beyond the classic approaches of Education. We offer the most innovative and the latest International Curriculums. We are deep-rooted in our values. We develop critical thinkers and responsible citizens in a peaceful world.

<u>Mission</u>:

MySchool aims to develop a learner who believes in the hopes of the homeland, meets the aspirations of the progress and bears in mind the international changes. A learner who is deep-rooted in the Omani values and heritage, familiar with all the methods enabling to be an inquirer and a lifelong learner.

The 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. (IB)

Reviewed and updated November 2023

The Assessment Philosophy

MySchool understands that the purpose of assessment is to define the level of knowledge, skill, and understanding that learners currently possess, with the goal of planning learning experiences to improve their work. Teaching and learning practices are instructed towards enabling academic interest, motivating learners to assess their own and alternative perspectives. The applied curriculums are designed such that every learner gets an opportunity to understand, develop and voice their point of view while accepting others' opinions honestly and fairly.

Overview of the Assessment Policy

Assessment is a vital part of the teaching and learning process, and it is as essential a tool for facilitators as it is for learners.

An assessment gives evidence about pupil learning and development and a framework for planning, reflection, and collaboration. One of the MySchool principals that the integrity of assessment has a meaningful influence on learning and challenging learners to achieve higher educational destinations.

Reflecting on the IB's mission, we understand that rigorous assessment is important in empowering students with continuous evaluations and feedback on their educational achievements within the subject areas to monitor and measure student progress.

Reviewed and updated November 2023

Aims of the Assessment Policy

This assessment policy is a working document developed by all stakeholders across our school. The policy is consistent with the principles and practices of the IB. This document defines our school's academic goals and illustrates the programme designed to help our students achieve these objectives. It provides guidance on how to create assessments and demonstrates clear progress in conceptual understanding and skill progress over a period of time. This document consolidates the understanding of the assessment of the whole school community.

The school community, especially the (new) teachers are introduced to the policies via inductive meetings and workshops. Every year, towards the end of the academic year or at the beginning of it, based on triangulated data, including the feedback from parents, teachers, class observations, new IB documents, and annual student outcomes, the policies are revised by the relevant program coordinators and/or the whole leadership team.

What is the Assessment in the Middle Years Programme (MYP) and Diploma Programme (DP)?

Assessment is the gathering and analysis of information about student performance. It identifies what students know, understand, can do and feel at different stages in the learning process. "Assessment can mean any of the different ways in which student achievement can be gathered and evaluated. Common types of assessments include tests, examinations, extended practical work, projects, portfolios and oral work."

Reviewed and updated November 2023

The aims of the Assessments

For Learners:

- To provide constant, timely feedback and opportunity for reflection

- To identify strengths and weaknesses in components of the subject area

- To promote student responsibility towards learning

- To strengthen the students' confidence towards learning

- To prepare for and take IB standardized assessments, including MYP eAssessment and DP internal and external examinations

For Parents:

- To communicate constantly and discuss the feedback and opportunity of the student's learning progress.

- To allow parents and educators to work together for the improvement of student learning

For Facilitators:

- To enrich the student learning

- To monitor the progress of student's achievement

- To specify the effectiveness of teaching

- To guide curriculum development and review

Reviewed and updated November 2023

What types of Assessments?

Facilitators utilize a combination of techniques and tools to design a meaningful, purposeful, and age-appropriate assessment for learners. Facilitators use pre-assessment, formative, and summative assessment to give value feed during the teaching and learning journey.

Regarding MYP eAssessment and DP internal and external examinations, all the measures are taken to help students attempt the full MYP Certificate and Diploma.

There are three types of assessment that took place during the learning and teaching process in MySchool:

1. Prior Knowledge Assessment

Prior knowledge Assessment is assessing the knowledge the learner already has before they begin exploring new information. Having prior knowledge about a topic, learners can make connections in a new context and efficiently understand and remember information. This also helps facilitators shape pedagogy based on learners' prior knowledge and what they expect to learn. In MYP, prior knowledge assessment performed:

- As an entrance test before admitting a child to the school.
- Before starting every unit across all subjects.

2. Formative assessment:

The primary goal of formative assessment is to monitor learner learning and provide ongoing feedback that facilitators can use to recognize learners' engagement, understanding, and difficulties. Formative assessment provides detailed feedback to facilitators on the nature of learners' strengths and weaknesses and to help develop their capabilities.

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- Occurs during the learning and teaching process
- Take place on a daily basis
- Helps facilitators to adjust learning and teaching before the summative assessment.
- Examples: observations, class discussions, group discussion, a sample of students' work, quizzes, projects, oral presentations, role plays, peer evaluation.
3. Summative assessment:

The summative assessment aims to provide facilitators a clear insight into learners' understanding. It is the completion of the teaching and learning procedure and gives the learners opportunities to illustrate what has been learned. It informs and leads to improvement in students' learning and the teaching process; it measures awareness of the Statement of Inquiry and the global context's conceptual understanding.

Features:

- Planned before the unit is started
- Assessed at the end of each unit
- Graded per criterion
- Design to provide a specific amount of skills and knowledge

Assessment Strategies

Facilitators can apply a variety of assessment strategies, for example:

- Observation - monitoring, discussion, debates
- Selected response - quizzes, test, and worksheets
- Open-ended tasks - presentations, oral tests, essay, a prototype solution

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- Performance - GRASPS/RAFT model, research report, solution proposal, individual and group projects, laboratory tasks
- Portfolios
- Process Journal - in Art, design, and personal project subjects the use of the process journal, where the learners regularly record reflections about planning, investigation, take action, and evaluation steps.

Assessment Tools

- Anecdotal records.
- Rubrics
- Checklist
- Examples
- Peer and self-reflections
- Written exam
- Oral reports
- Reflective journal

Criteria in the Middle Years Programme (MYP)

The MYP instructs educators to evaluate prescribed subject group objectives using assessment criteria. Each subject has four criteria having a maximum level of 8 of achievement.

The MYP assessment criteria can be outlined as follows:

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	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting

2020 Updates

MYP Projects	Planning	Applying Skills	Reflecting	
Language Acquisition	Listening	Reading	Speaking	Writing

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Task-specific Clarification in MYP Assessments

The IBMYP provides assessment criteria in rubric form that is holistic. So in order to determine the student achievement the task-specific clarification provided to support the learners to understand the requirement of the task. It must be completed at creating the assessment and shared with students.

Example:

Achievement Level	Level Descriptor	red denotes command term
		bold black denotes qualifier
	blue denotes the task-specific clarification	
0	The student does not reach a standard described by any of the descriptors below.	
1 - 2	• Formulates a limited action plan or does not follow a plan to investigate a research question about the industrial revolution. • Collects and records limited or sometimes irrelevant information about the industrial revolution.	
3 – 4	• Formulates and occasionally follows a partial action plan to investigate a research question about the industrial revolution. • Uses a method(s) to collect and record some relevant information about the industrial revolution.	
5 – 6	• Formulates and mostly follows a sufficiently developed action plan to investigate to investigate a research question about the industrial revolution. • Uses methods to collect and record appropriate relevant information about the industrial revolution.	
7 – 8	• Formulates and effectively follows a consistent action plan to investigate a research question about the industrial revolution. • Uses methods to collect and record appropriate and varied relevant information about the industrial revolution.	

The Achievement level for a criterion

Each criterion is divided into various achievement levels (numerical values) that appear in bands. The bands contain general, qualitative value statements called level descriptors (written in black in the above Figure). The level descriptors for each band describe a range of student performance in the various strands of each objective. At the lowest levels, student achievement in each of the strands will be minimal. As the numerical bands increase, the level descriptors express greater achievement levels in each of the bands Each summative assessment rubric includes specific command terms or specific words used to give students directions in summative tasks. The MYP gives common definitions for these terms that teachers use across grade levels

and subject areas. These rubrics should be shared with students when the summative task is assigned.

Grading and Final Scores

In the MYP, each criterion has nine possible levels of achievement (0–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Level 0 is available for work that is not described by the band descriptor for levels 1 and 2. Each band has its own unique descriptor that teachers use to make "best-fit" judgments about students' progress and achievement.

Final Grade in MYP

To arrive at the final 1-7 grade after determining the final level of achievement for each criterion, add together the student's final achievement levels in all criteria (A, B, C and D) of the subject group (All criteria must be assessed at least once per semester, at least twice per year).

The subject	Criterion A (1-7)	Criterion B (1-7)	Criterion C (1-7)	Criterion D (1-7)
Task / Activity	4	2	5	3
Task / Activity	5	3	4	5
Task / Activity	2	6	3	6
Task / Activity	6	3	5	4
Task / Activity	5	5	6	5
The " Best-fit"	5	5	4	6
Total	20			
The final Grade in the subject is	5/8			

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MYP general grade descriptors

Schools using the MYP 1–7 scale should use the grade boundary guidelines table that follows to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

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.

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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.

Standardization

Standardization is a process to ensure that the evaluating procedure is uniform and offers a credible understanding of the criteria. This process is done for all sorts of assessments in which the examinations of a teacher are quality ensured by another colleague(s) from the same subject or course or by the coordinator. Standardizing assessments within subject groups enable us to make judgments that are reliable across the programme, so the standardization enhances fairness, reliability, and validity. In collaboration, facilitators share their understanding of the task, expectations based on subject group objectives, and statements of criteria concerning task-specific clarification. This helps them to improve common understandings and standards for judging the assessment.

Common practices and procedures

- An educator will conduct numerous forms of assessments that are adapted to the learning objectives for each subject.
- An educator will assess and report each strand of each criterion a minimum of two times per year.

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- An educator will continue to report learners' grades regularly using the ManageBac grade book.
- An educator will use a combination of assessment strategies and tools to provide feedback.
- An educator will record progress on student progression of the MYP Assessment Criteria a minimum of two times per year.

MYP Specific Information

Task Specific Clarification(s) (TSCs)

- The objective strands are selected for a particular task.
- The general words and phrases are replaced with task-specific terms for each and every task.
- The students are informed either via the printed TSCs or a clarification session.

Rigorous Assessment Tasks

- All the assessment tasks provide the students with the opportunities to achieve all the band-descriptors on each assessment criterion via open-ended, meaningful, related, and contextualized tasks.

Reliability

- *Inter-rater reliability:* At least two raters will standardize students' scores.
- *Parallel-forms reliability:* Teachers try to use various assessment techniques (formative and summative) to assess the same objective strand.

Validity

- *Criterion-related validity:* All the formative and summative assessments draw on the very strands laid out by the IB.

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- *Content validity:* All the assessments are rooted in the contents covered in each subject group.
- *Construct validity:* All the assessments are designed in a way that they only gauge a certain targeted construct and not the extraneous ones.
- *Face validity:* All the assessments are fully-fledged and are familiar to students (not unseen).

Practicality

- All the assessment tasks are *SMART* (specific to objectives, measurable by IB band-descriptors, attainable within the scope and sequence defined by teachers, relevant to what is covered in each subject-group, and timely).

Assessment for Learning

- Visualizations (charts), self-assessment checklists, and constructive suggestions are in effect after each formative (and summative) assessment to reinforce intrinsic motivation in students.

Summative Assessment - apply the following guidelines:

- Criterion levels achieved are recorded on Managebac
- The students are supervised by an educator to ensure the integrity
- MYP criteria are given as part of the assessment
- The assessment date(s) are shared on Managebac Calendar

Missed Summative Assessment - apply the following guidelines:

- Provide an opportunity to retake the missed Summative Assessments.
- If the students did not provide a reasonable excuse, a failing grade may result.
- Report regular absence from Summative Assessments to MYP coordinator to follow up
- Mark the work with no levels obtained.

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Late submission of student work without an acceptable excuse - apply the following guidelines

Days late	Consequence
1 - 3 days or first occurrence	● Student and parents reminder by the subject teacher ● New deadline issued ● If the task is submitted by the new date, student receive the full grade
4 - 9 days or second occurence	● Parents are to be informed by the student affair administrator ● New deadline issued ● If the task is submitted by the new date, student receive the full grade but assigned as LATE
Over 10 days	● If the above steps applied, and still non-submission occur; a zero will be given to the task ● Parents to be informed by the MYP coordinator

Reporting – apply the following guidelines:

● It is required that reports are completed on Managebac.
● The reporting cycle is based on a three terms system per year.

DP Specific Information

Task Specific Clarification(s) (TSCs)

● The objective strands are selected for a particular task. These come from subject briefs or guides for each DP discipline.
● The general words and phrases are replaced with task-specific terms for each and every task.
● The students are informed either via the printed TSCs or a clarification session.

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Rigorous Assessment Tasks

- All the assessment tasks provide the students with the opportunities to achieve all the band-descriptors on each assessment criterion via open-ended, meaningful, related, and contextualized tasks. The formative assessments must also target students' misconceptions on each topic.

Reliability for DP Summative and Internal Assessments

- *Inter-rater reliability:* At least two raters will standardize students' scores.
- *Parallel-forms reliability:* Teachers try to use various assessment techniques (formative and summative) to assess the same objective strand.

Validity

- *Criterion-related validity:* All the formative and summative assessments draw on the very strands laid out by the IB.
- *Content validity:* All the assessments are rooted in the contents covered in each subject group.
- *Construct validity:* All the assessments are designed in a way that they only gauge a certain targeted construct and not the extraneous ones.
- *Face validity:* All the assessments are fully-fledged and are familiar to students (not unseen).

Practicality

- All the assessment tasks are *SMART* (specific to objectives, measurable by IB band-descriptors, attainable within the scope and sequence defined by teachers, relevant to what is covered in each subject-group, and timely).

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Assessment for Learning

- Visualizations (charts), self-assessment checklists, and constructive suggestions are in effect after each formative (and summative) assessment to reinforce intrinsic motivation in students.

Summative Assessment - apply the following guidelines:

- Criterion levels achieved are recorded on Managebac
- The students are supervised by an educator to ensure the integrity
- DP subject criteria are given as part of the assessment
- The assessment date(s) are shared on Managebac Calendar

Missed Summative Assessment - apply the following guidelines:

- Provide an opportunity to retake the missed Summative Assessments.
- If the students did not provide a reasonable excuse, a failing grade may result.
- Report regular absence from Summative Assessments to the DP Coordinator to follow up
- Mark the work with no levels obtained.

Late submission of student work without an acceptable excuse - apply the following guidelines

Days late	Consequence
1 - 3 days or first occurrence	- Student and parents reminder by the subject teacher - New deadline issued - If the task is submitted by the new date, student receive the full grade
4 - 9 days or second occurence	- Parents are to be informed by the student affair administrator - New deadline issued - If the task is submitted by the new date, student receive the full grade but assigned as LATE
Over 10 days	If the above steps applied, and still non-submission occur;

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	a zero will be given to the task ● Parents to be informed by the DP coordinator

Late Submission of Student Coursework (based on the IB DP Assessment Procedures)

- A candidate is normally eligible for a grade only if work has been submitted for all components of the assessment in the subject. If a candidate fails to attend an examination, or to submit work for any other component in a subject, no grade is normally awarded. An "N" will be issued for the subject and level.
- Unacceptable reasons for work being incomplete include circumstances that would be considered as being reasonably within the control of the candidate.
- Circumstances considered as being reasonably within the control of the candidate include:
  - misreading or misunderstanding the examination timetable
  - oversleeping and, therefore, being late for an examination
  - holidays/vacations
  - family moving house
  - social and sporting commitments
  - attendance at interviews
  - taking part or attendance in events such as competitions, concerts and graduation ceremonies
  - the candidate not providing work by the internal school deadline(s)
  - the candidate not completing work owing to a lack of diligence or personal organization
  - the school identifying academic misconduct (for example, work is plagiarized) and not submitting the candidate's work.
- Short-term illness is not an acceptable reason for incomplete work, other than for missing an examination in May or November. If a candidate is ill shortly before an internal school deadline for the

submission of work, such as the EE or an IA requirement, contact IB Answers for advice. An extension to the deadline may be authorized.

- In cases where it is not clear whether the circumstances were reasonably within the control of the candidate, Assessment Division, IB Global Centre, Cardiff, may rely on the judgement of the coordinator.

In-School Reporting – apply the following guidelines:

- It is required that reports are completed on Managebac.
- The reporting cycle is based on a three terms system per year.

IB DP Examination Registration Report

- After candidates have been registered for an examination session, it is recommended that the coordinator print the registration reports. Each candidate should then be required to sign and date their report to confirm that their personal and subject details are correct. It is essential that a candidate's name is correct and reflects the spelling that is shown on the candidate's passport or other official identification.

IB DP Examinations Results

- The results are available on IB platforms (e.g., IBIS).
- To access their results, a candidate must enter their alphanumeric personal code and PIN. The personal code (for example, cbh768) is case sensitive but the PIN (for example, TH34MPC4) is not case sensitive. If a candidate enters the wrong personal code and/or PIN, their attempts

to access the site will be blocked after three attempts. Access will be unblocked after 30 minutes of inactivity.
- Coordinators have the option to prevent candidates from being able to access their detailed results or all results information on candidates.IB.org. This can be done on IBIS (Candidate > Candidate results > Withhold candidate results).
  - This option is for coordinators to control candidate access in situations where the candidates may require special or face-to-face counselling.

Coursework Standardization in the DP (Summative and Internal Assessments)

- Within a school, all teachers of a subject must standardize their marking so they are consistent with each other.
- All externally assessed coursework is uploaded to IBIS, where it is then marked by external examiners.
- Where different teachers are involved at the two levels, they must standardize their marking to ensure that a single agreed standard is applied for both levels. The coordinator will need to submit:
  - one set of sample work for moderation (sample candidates are selected by IBIS)
  - the appropriate IA form(s) signed by the teachers (if required).

Enquiry Upon Results for DP Examinations

In case of any complaints or appeals, the students and their legal guardians must submit a formal signed request to the school. The following must be taken into account based on articles 12 and 17 in *The Diploma Programme Assessment Procedures*.

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- 12.1 A candidate's assessment material may be re-marked, returned to the school (in electronic format or as a photocopy) and/or subject to remoderation (for IA) as part of the enquiry upon results service, the details and fees for which are specified in the Diploma Programme Assessment procedures. The categories and conditions of this service are subject to change and, therefore, are in accordance with the details given in the Diploma Programme Assessment procedures for the examination session concerned. All enquiries upon results must be submitted by the school on behalf of the candidate.
- 12.2 Re-marking a candidate's assessment material may lead to a higher or a lower grade for the subject. Therefore, before submitting a request for an enquiry upon results service that may result in a change of grade, the school must obtain the written consent of the candidate or their legal guardian(s) ensuring that the candidate and/or the legal guardian(s) are aware that the grade may go up or down.
- 12.3 If the school's DP coordinator believes the process leading to the grade upon re-marking or remoderation did not respect the procedures defined in these general regulations and/or the Diploma Programme Assessment procedures, the DP coordinator may request, on behalf of the candidate, a report on the re-mark. Before requesting a report, the school must obtain the consent of the candidate(s) or their legal guardian(s).
- 12.4 Beyond the enquiry upon results service, the DP coordinator may not request a subsequent re-marking of assessment material or a further moderation of marks for IA. However, the candidate is entitled to submit an appeal under the conditions defined in article 17 (see below).
- 17.1 The IB accepts appeals in relation to five areas of decision-making during an examination session. Appeals are possible against:

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  - ○ a. results—when a school has reason to believe that a candidate's result(s) are inaccurate after all appropriate enquiry upon results procedures have been completed
  - ○ b. a decision upholding academic misconduct, but not against the severity of a penalty
  - ○ c. a decision in respect of inclusive assessment arrangements
  - ○ d. an administrative decision not covered by one or more of the foregoing circumstances that affects the results of one or more candidates.
- 17.2 The appeals process is divided into two stages. Each stage will usually require the payment of a fee. The fee will be refunded if the decision being appealed changes.

The appeals process will be based on the guidelines stipulated in *The Diploma Programme: Assessment Appeals Procedure* (September 2016), available at

https://resources.ibo.org/permalink/11162-39537?lang=en .

In-School Formative and Summative Assessment in the DP

- All the teachers must use frequent, session-wise questioning techniques that not only check for students' understanding, but also target their misconceptions and reflection on the topic.
- All the teachers must conduct other forms of formative assessment on a regular basis (continuous assessment) on each subtopic or concept they focus on in each unit/topic.
- All the teachers must conduct at least one summative assessment for each topic/unit as a mock test for the internal and/or external DP assessments.

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Coursework Assessment in the DP

Coursework undertaken by candidates during the DP course is subject to either external assessment or internal assessment (IA) and moderation. IA occurs when teachers mark the coursework of their candidates and submit the IA marks to IBIS. A sample of internally assessed coursework will be required for moderation—the process of validating IA marks and applying a moderation factor (if required). Moderation allows the IB to align marks awarded from all schools taking the assessment for that subject with the global standard.

Formal Feedback

Could be structured as follow:

- Written report
- Three-way meetings
- Teacher-parent meetings
- Teacher-student meetings
- MYP/DP coordinator and parent meetings
- Email communication with students and parents

MYP eAssessment

At MySchool, students are registered for eAssessment in Grade 9 after ample inductive measures. By default, students are registered for the MYP Certificate, which included the following disciplines and areas:

- The Personal Project,
- English Language and Literature,
- Arabic Language and Literature,
- Interdisciplinary,
- Mathematics,

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- History or Geography, and
- Physical and Health Education or Visual Arts or Design or Music.

DP Assessment Model

The school uses the objectives and assessment tools for each subject, and component of the DP core, to build summative assessments of student learning. Teachers are also required to make mock assessments based on assessment overviews to acculturate students into DP formal examinations.

The school records and submits IB-validated assessments for the components of the DP core in accordance with programme documentation.

All the assessment procedures are scrutinized for validity, and results are standardized for reliability.

Language A: Studies in Language and Literature

Objectives

1. Know, understand and interpret:
   a. a range of texts, works and/or performances, and their meanings and implications
   b. contexts in which texts are written and/or received
   c. elements of literary, stylistic, rhetorical, visual and/or performance craft
   d. features of particular text types and literary forms.
2. Analyse and evaluate:
   a. ways in which the use of language creates meaning
   b. uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques
   c. relationships among different texts
   d. ways in which texts may offer perspectives on human concerns.
3. Communicate:
   a. ideas in clear, logical and persuasive ways
   b. in a range of styles, registers and for a variety of purposes and situations
   c. (for literature and performance only) ideas, emotion, character and atmosphere through performance.

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Assessment Overview

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External					
Paper 1: Guided textual analysis	Guided analysis of unseen non-literary passage/passages from different text types.	1.25	2.25	35	35
Paper 2: Comparative essay	Comparative essay based on two literary works written in response to a choice of one out of four questions.	1.75	1.75	35	25
HL essay	Written coursework component: 1,200–1,500 word essay on one literary work or a non-literary body of work studied.				20
Internal					
Individual oral	Prepared oral response on the way that one literary work and one non-literary body of work studied have approached a common global issue.			30	20

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Mathematics: Applications and Interpretation / Analysis and Approaches

Objectives

1. Knowledge and understanding: Recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts.
2. Problem solving: Recall, select and use their knowledge of mathematical skills, results and models in both abstract and real-world contexts to solve problems.
3. Communication and interpretation: Transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation; use appropriate notation and terminology.
4. Technology: Use technology accurately, appropriately and efficiently both to explore new ideas and to solve problems.
5. Reasoning: Construct mathematical arguments through use of precise statements, logical deduction and inference and by the manipulation of mathematical expressions.
6. Inquiry approaches: Investigate unfamiliar situations, both abstract and from the real world, involving organizing and analyzing information, making conjectures, drawing conclusions, and testing their validity.

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Assessment Overview: Applications and Interpretation

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External					
Paper 1	Technology allowed. Compulsory short-response questions based on the syllabus.	1.5	2	40	30
Paper 2	Technology allowed. Compulsory extended-response questions based on the syllabus.	1.5	2	40	30
Paper 3	Technology allowed. Two compulsory extended-response problem-solving questions.		1		20
Internal					
Exploration		15	15	20	20

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Assessment Overview: Analysis and Approaches

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External					
Paper 1	No technology allowed. **Section A:** compulsory short-response questions based on the syllabus. **Section B:** compulsory extended-response questions based on the syllabus.	1.5	2	40	30
Paper 2	Technology allowed. **Section A:** compulsory short-response questions based on the syllabus. **Section B:** compulsory extended-response questions based on the syllabus.	1.5	2	40	30
Paper 3	Technology allowed. Two compulsory extended-response problem-solving questions.		1		20
Internal					
Exploration		15	15	20	20

Physics

1. Assessment objective 1: Demonstrate knowledge of:
   a. terminology, facts and concepts

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        b.   skills, techniques and methodologies.
2.   Assessment objective 2: Understand and apply knowledge of:
        a.   terminology and concepts
        b.   skills, techniques and methodologies.
3.   Assessment objective 3: Analyse, evaluate, and synthesize:
        a.   experimental procedures
        b.   primary and secondary data
        c.   trends, patterns and predictions.
4.   Assessment objective 4: Demonstrate the application of skills necessary to carry out insightful and ethical investigations.

Assessment Overview

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade
		SL	HL	
External		**3**	**4.5**	**80**
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions	1.5	2	36
Paper 2	Short-answer and extended-response questions	1.5	2.5	44
Internal		**10**		**20**
Scientific investigation	The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	10		20

Chemistry

Objectives

1.   Assessment objective 1: Demonstrate knowledge of:
        a.   terminology, facts and concepts

b. skills, techniques and methodologies.
2. Assessment objective 2: Understand and apply knowledge of:
   a. terminology and concepts
   b. skills, techniques and methodologies.
3. Assessment objective 3: Analyse, evaluate, and synthesize:
   a. experimental procedures
   b. primary and secondary data
   c. trends, patterns and predictions.
4. Assessment objective 4: Demonstrate the application of skills necessary to carry out insightful and ethical investigations.

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade
		SL	HL	
External		**3**	**4.5**	**80**
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions and questions on experimental work	1.5	2	36
Paper 2	Short answer and extended-response questions	1.5	2.5	44
Internal		**10**		**20**
Scientific investigation	The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	10		20

Biology

Objectives

1. Assessment objective 1: Demonstrate knowledge of:
   a. terminology, facts and concepts
   b. skills, techniques and methodologies.
2. Assessment objective 2: Understand and apply knowledge of:

      a.   terminology and concepts

      b.   skills, techniques and methodologies.

3.   Assessment objective 3: Analyse, evaluate, and synthesize:

      a.   experimental procedures

      b.   primary and secondary data

      c.   trends, patterns and predictions.

4.   Assessment objective 4: Demonstrate the application of skills necessary to carry out insightful and ethical investigations.

Assessment Overview

Type of assessment	Format of assessment	Time (hours) SL	Time (hours) HL	Weighting of final grade
External		**3**	**4.5**	**80**
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions (four questions that are syllabus related, addressing all themes)	1.5	2	36
Paper 2	Data-based and short-answer questions Extended-response questions	1.5	2.5	44
Internal		**10**		**20**
Scientific investigation	The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	10		20

Computer Science

Objectives

1.   Demonstrate knowledge and understanding of:

      a.   facts, concepts, principles and terminology

      b.   appropriate methods, techniques and technology

      c.   methods of communicating and presenting technological information.

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2.   Apply and use:
   a.   facts, concepts, principles and terminology
   b.   software design methodology, techniques and technology
   c.   methods of communicating and presenting technological information.

Type of assessment	Format of assessment	Time (Weighting of final grade)	
		SL	HL
External		2 hours 45 minutes (70%)	4 hours (80%)
Paper 1	A problem-solving paper that includes questions requiring the reading, understanding, interpretation and writing of code in Java or Python.	1 hour 15 minutes (35%)	2 hours (40%)
Paper 2	This paper focuses on applying theory and practice to real-world contexts, and includes a structured question framed by a given technology context.	1 hour 30 minutes (35%)	2 hours (40%)
Internal		45 hours (30%)	45 hours (20%)
Computational solution report	An individual computational solution development project. Students produce a report that details the development of a computational solution following the software development life cycle (SDLC) process.	35 hours (30%)	35 hours (20%)

Visual Arts

1.   Demonstrate knowledge and understanding of specified content
   a.   Identify various contexts in which the visual arts can be created and presented
   b.   Describe artwork from differing contexts, and identify the ideas, conventions and techniques employed by the art-makers
   c.   Recognize the skills, techniques, media, forms and processes associated with the visual arts
   d.   Present work, using appropriate visual arts language, as appropriate to intentions
2.   Demonstrate application and analysis of knowledge and understanding
   a.   Express concepts, ideas and meaning through visual communication

b. Analyse artworks from a variety of different contexts

c. Apply knowledge and understanding of skills, techniques, media, forms and processes related to art-making

3. Demonstrate synthesis and evaluation

a. Critically analyse and discuss artworks created by themselves and others and articulate an informed personal response

b. Formulate personal intentions for the planning, development and making of artworks that consider how meaning can be conveyed to an audience

c. Demonstrate the use of critical reflection to highlight success and failure in order to progress work

d. Evaluate how and why art-making evolves and justify the choices made in their own visual practice

4. Select, use and apply a variety of appropriate skills and techniques

a. Experiment with different media, materials and techniques in art-making

b. Make appropriate choices in the selection of images, media, materials and techniques in art-making

c. Demonstrate technical proficiency in the use and application of skills, techniques, media, images, forms and processes

d. Produce a body of resolved and unresolved artworks as appropriate to intentions

Assessment Overview (SL)

Type of assessment	Format of assessment	Weighting of final grade (%)
External		60
Comparative study	• 10–15 screens which examine and compare at least 3 artworks, at least 2 of which should be by different artists • A list of sources used	20
Process portfolio	• 9–18 screens which evidence the student's sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities	40
Internal		40
Exhibition	• A curatorial rationale that does not exceed 400 words • 4–7 artworks • Exhibition text (stating the title, medium, size and intention) for each artwork	40

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Assessment Overview (HL)

Type of assessment	Format of assessment	Weighting of final grade (%)
External		60
Comparative study	• 10–15 screens which examine and compare at least 3 artworks, at least 2 of which need to be by different artists • 3–5 screens which analyse the extent to which the student's work and practices have been influenced by the art and artists examined • A list of sources used	20
Process portfolio	• 13–25 screens which evidence sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities	40
Internal		40
Exhibition	• A curatorial rationale that does not exceed 700 words • 8–11 artworks • Exhibition text (stating the title, medium, size and intention) for each artwork	40

Theory of Knowledge

Having completed the TOK course, students should be able to:

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1. demonstrate TOK thinking through the critical examination of knowledge questions
2. identify and explore links between knowledge questions and the world around us
3. identify and explore links between knowledge questions and areas of knowledge
4. develop relevant, clear and coherent arguments
5. use examples and evidence effectively to support a discussion
6. demonstrate awareness and evaluation of different points of view
7. consider the implications of arguments and conclusions.

Assessment Overview

Type of assessment	Format of assessment	Hours	Weighting
External	Theory of knowledge essay	10	2/3 or 67%
Students are required to write an essay in response to one of the six prescribed titles that are issued by the IB for each examination session. As an external assessment component, it is marked by IB examiners.			
Internal	Theory of knowledge exhibition	8	1/3 or 33%
Students are required to create an exhibition of three objects with accompanying commentaries that explores how TOK manifests in the world around us. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.			

Extended Essay

The school ensures that students submit the extended essay toward the end of the DP, and focuses on providing students with opportunities to engage in topics of their own choice.

Objectives

The extended essay, including the world studies option, is assessed against common criteria and is interpreted in ways appropriate to each subject. Students are expected to:

1. provide a logical and coherent rationale for their choice of topic
2. review what has already been written about the topic
3. formulate a clear research question
4. offer a concrete description of the methods used to investigate the question
5. generate reasoned interpretations and conclusions based on their reading and independent research in order to answer the question

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6.   reflect on what has been learned throughout the research and writing process.

Assessment Overview

Assessment criteria	Description
Focus and method	The topic, the research question and the methodology are clearly stated.
Knowledge and understanding	The research relates to the subject area/discipline used to explore the research question, and knowledge and understanding is demonstrated through the use of appropriate terminology and concepts.
Critical thinking	Critical-thinking skills have been used to analyse and evaluate the research undertaken.
Presentation	The presentation follows the standard format expected for academic writing.
Engagement	The student's engagement with their research focus and the research process.

Language B

Objectives

1. Communicate clearly and effectively in a range of contexts and for a variety of purposes.
2. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
3. Understand and use language to express and respond to a range of ideas with fluency and accuracy.
4. Identify, organize and present ideas on a range of topics.
5. Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

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Language B SL and HL assessment outline		Weighting
External 75%	**Paper 1** (productive skills) One writing task from a choice of three Writing—30 marks	25%
	Paper 2 (receptive skills) Separate sections for listening and reading Listening—25 marks Reading—40 marks	25% 25%
Internal 25%	**Individual oral assessment** 30 marks	25%

IB Standard Assessment Pathway

In Grade 9 (MYP 4), students are provided with all the science subjects (Chemistry, Physics, and Biology) and a choice of Mandarin. In the next year (MYP 5) they can only take one science subject and must continue the same additional language of their choice.

In the DP, they can choose the subjects based on their future career and academic pathways, with their academic background in the MYP in mind.

Security in MYP eAssessment and DP Assessment

The school provides security for the storage, transportation, and/or transmission of IB assessment materials, physical or virtual, with controlled access restricted to designated staff. All the school's leadership and administrative team are involved in the process to

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make sure all the IB's rules and regulations are fulfilled in this regard. Invigilators will be chosen accordingly. The ICT Department is an integral part of the process as well.

The DP Core Requirements

- DP category candidates must study six subjects, plus the three core subjects—EE, TOK and CAS. They must accumulate no fewer than 24 points from assessment in these subjects, in addition to grade stipulations.
- They must meet all of the additional requirements. (See the next section.).
- Candidates who successfully meet these conditions will be awarded the diploma.
- Candidates who take the diploma in multiple languages may be eligible for a bilingual diploma.
- The IB diploma is awarded based on performance across all parts of the DP.
- Each subject is graded 1–7, with 7 being the highest grade.
- These grades are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.
- TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.
- CAS is not assessed but must be completed in order to pass the diploma. See section "A2.2.2".
- The overall maximum points from subject grades, TOK and the EE is therefore 45: ((6 × 7) + 3).
- The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

The DP Additional Requirements

There are a number of additional requirements for the award of the diploma.

- CAS requirements have been met.
- There is no "N" awarded for TOK, the EE or for a contributing subject.

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- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- 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.

The DP and General Education Diploma (GED) in Oman

In Oman, a DP full or course certificate can be converted into a GED based on the conditions mentioned in the following table.

Conditions of equivalence of the International Baccalaureate Diploma:	■ Submission of the IB diploma. ■ The diploma is equalized to the general education diploma of the Sultanate of Oman. ■ provided that the student has completed at least 12 years of study. ■ Omani students sitting for the examination inside Oman must study and pass Islamic Educations and Social Studies subjects
Conditions of equalization of the International Baccalaureate Certificate	■ Submission of the IB Course Certificate. ■ The IB Course Certificate is equalized to the General Education Diploma provided that the student completes study of 6 subjects of which 2 of them are of high level (HL) with not less than 3 points for each, and must obtain a total of not less than 21 points. ■ The IB Course Certificate is equalized to the General Education Diploma provided that the student has completed at least 12 years of study. ■ Omani students sitting for the examination inside Oman must study and pass Islamic Education and Social Studies subjects.

*These conditions shall be applicable starting from the school year 2023/2024.

Roles and Responsibilities of the School Community with Respect to Assessment Procedures

Member(s)	Role(s) and Responsibilities
Programme Coordinators (along with the leadership team)	● informing candidates and legal guardians about the general characteristics of the MYP and DP and how the school implements it ● provision and planning the necessary course of study

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	● secure storage of exam documents ● student registration ● implementation of the IB exam session guidelines ● monitoring the standardization of student coursework ● teacher training
Parents and legal guardians	● staying in touch with the coordinator ● supporting students in the fulfillment of their responsibilities
Students	● completing all the requirements of IB certificates, as required by each registration category ● observing academic integrity
Teachers	● following the plans and guidelines stipulated by the IB and Leadership Team ● standardization of student coursework ● adaptive teaching based on students' needs and choices in each programme ● conducting regular formative and summative assessments (and mock assessments) ● reporting the predicted grades ● conducting internal assessments (DP) ● taking up a d fulfilling their roles as supervisors in each programme

Integrating Assessment policy with other school policies

This policy is an active document and is linked with the school's other policies, including inclusion, Language, and academic integrity policy.

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Inclusion Policy

Learning Support Needs are identified and various assessments are designed in collaboration with the homeroom and subject facilitators to determine the needs of diverse learners. Inclusive access arrangements will be granted to the students as per the Access and Inclusion guidelines provided by the IB.

Language Policy

The assessment policy aligns with the language policy because our assessment policy is directly relevant to all learners, regardless of their linguistic background. This flexibility of the assessment policy allows learners to convey their knowledge even when their instruction language or mother tongue language skills hinder their understanding of a particular topic.

Academic Integrity Policy

In MySchool, we fulfill academic integrity and ensure that all members of the community assist in the implementation of it. Every facilitator takes care that from the beginning of the academic session, the student is informed and coached to practice academic integrity with priority assessment tools. Facilitators are also required to model the practice of being academically ethical by crediting different sources and citing references wherever necessary as per the agreement referred to in the Academic Integrity policy.

Assessment-Learning Interface

Dornyei (2009) argued that this movement led to *automatization*. It started from *declarative input* stage, moved to *controlled practice* stage, and ended in *open-ended* practice stage.

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Declarative input stage includes the provision of students with the necessary factual knowledge. Controlled practice stage implied the use of that knowledge under supervision. Finally, the open-ended practice stage demanded the free use of that knowledge in unfamiliar situations.

Consequently, we need two types of assessment: one in the role of supervision and the other in the role of achievement gauging. Nitko (as cited in Bachman, 1990) defined the former as *feedback-provision* and the latter as a *representation of students' progress*. Nitko (ibid) called them *formative* and *summative* assessment respectively.

Teaching-assessment interface
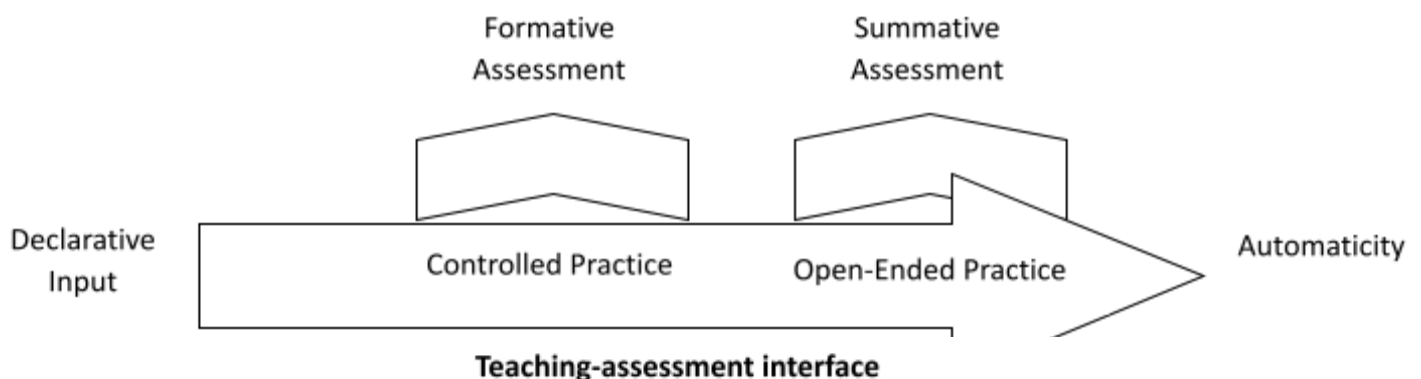
The IB advocates individual education in the same vein as all-inclusive education. It accordingly necessitates *criterion-referenced* assessment, that is, assessments that

> …are designed to enable the test user to interpret a test score with reference to a criterion level of ability or domain of content…. The primary concerns in developing a CR [criterion-referenced] test are that it adequately represents the criterion ability level or sample the content domain, and that it be sensitive to levels of ability or degrees

[achievement levels] of mastery of the different components of that domain. (Bachman, 1990, p. 74)

Exams Preparation Stages

1. **Needs analysis and preparation**
   a. Read the subject reports to understand the latest topics/areas/skills involved in eAssessment.
   b. Prepare a diagnostic test based on them.
   c. Record the results.
   d. Analyze the results and make a profile for each student.
   e. Predict what misconceptions students may form or may have formed before due to lack of content knowledge.
   f. List them and align them with the content knowledge students must have in order not to form them.
   g. Check the specimen and marked samples to understand the format of the exam.
   h. MYP eAssessment: Check the subject guides and subject reports to know the combination of objectives in each task and other active ingredients.
      i. Sciences: hypothesis formation, suggesting improvements, adaptation, using scientific equipment, drawing conclusions, identifying limitations, impact evaluation, information and sources selection, identifying variables and trends, planning investigation, A+C, B+C, D
      ii. Mathematics: Mathematical modeling, identifying factors, calculation, patterns, reasoning (abstract, spatial, data-based), application of mathematics in real life, A+C, D+C, B+C
      iii. Design: design cycle
      iv. ELL, ALL: genres, verbal and non-verbal communication, analysis, organization of ideas, using references to the sources and texts provided, producing texts, using grammar and vocabulary effectively, A, A+B, C+D, B+C+D
   i. DP assessments: Check the subject guides and subject reports to understand the question types, their alignment with topics/areas, and internal and external assessment tasks requirements. (See DP Assessment Model.)

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j. Count the number of remaining weeks. Create a table and dedicate a row to each week.

k. Name every week with the number (total number of tasks in the eAssessment + 1) as the review week. For example, if there are 3 tasks, the 4th, 8th, 12th, etc. weeks will be review weeks.

l. For your unit and weekly plans, make sure you include ALL the following and distribute them across the remaining weeks.
    i. IBLP
    ii. ATLs
    iii. Key and Related Concepts
    iv. CALP (subject-specific terminology)
    v. Command terms
    vi. Global Context Lines of Inquiry (announced annually)

2. Implementation
    a. Cognitive processing:
        i. Clarify and help students understand the nature of each problem a question is seeking to resolve.
        ii. Break the solution to the problem into smaller steps.
        iii. Step-by-step model the solution, scaffold student performance on it verbally and visually, and provide students with retrieval practice (immediate similar tasks that simulate each step).
            1. For weaker students, provide half-complete tasks and/or guiding questions and/or sample answers. Help students do the following:
                a. Analyze the example answers or the provided clues.
                b. Draft their own response (as the rest of the solution or as the answer to a similar question).
                c. Check their answers against the correct answer.
                d. Refine their own answer.
            2. For stronger students, provide the intact task and let them solve the problem. Ask students to do the following:
                a. Study the question and resources.
                b. Plan their answer by outlining the steps.
                c. Draft their answer.
                d. Review it.
                e. Redraft it as required.

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<pre>   f.   Check against the correct answer and evaluate their own.
                         iv.   In each single task, try to deepen student understanding of it by asking
                               questions that involve the following sequence: what/when/yes-no ->
                               how/why. Provide thinking time before asking students to answer.
                          v.   Provide constructive feedback (on each practice piece) that focuses on
                               the following.
                                  1.   Subject: content and CALP
                                  2.   Task: criteria involved and the skills in focus (Check the guides and
                                       subject reports.)
                                  3.   Self-regulation: ATLs
                         vi.   Give students a sense of achievement by creating student portfolios and
                               visualizing their progress. You can use ManageBac.
        b.   Metacognition:
                           i.   Integrate ATLs into mock assessments tasks.
                          ii.   Developing mastery through support and gradual removal (for increasing
                               students' autonomy) and gain (to check students' understanding) of it as
                               the following:
                                  1.   Exposition: Model, explain, demonstrate, and think aloud while
                                       showing students how to solve the problem and answer the
                                       question.
                                  2.   Shared practice: Explain the solution/problem/question and get
                                       students to solve/answer it in groups. Monitor their performance.
                                  3.   Guided practice: Get students to solve the problem and answer
                                       the question while guiding and supporting them.
                                  4.   Independent practice: Get students to answer the question and
                                       solve the problem, themselves.
                         iii.   Encourage self-assessment and peer assessment (checklists based on
                               criteria).
</pre>

3. Data analysis and review

   a. Every week, review the task and focus on students' weaknesses. Provide feedback. Analyze their performance. Check it against subject reports.
   b. After each cycle of tasks have been covered, design a full mock examination under examination conditions.
   c. Analyze the results and plan for students' progress and remedial work.

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    d. Consider extraneous factors that may affect students' performance: personal characteristics, time, environment, attitudes, prior achievement, motivation, concentration, persistence, dispositions.

    e. What to do when a student has not shown a marked improvement:
  i. Use hinge questions.
  ii. Consider the factors mentioned in 3d.
  iii. Break the tasks down into even smaller steps.
  iv. Use continuous and ongoing formative assessment for each step.
  v. Perform a secondary needs analysis based on 1.

Communication Strategies

This Assessment Policy will be posted on the school website, on the ManageBac platform. It will be discussed with the MYP community (students and parents) during the parent-meeting conference and referred to often throughout the school year when the opportunity arises.

Reviewing the Assessment Policy

The assessment policy will be reviewed once a year to bear up with changes in students' requirements and the perceived effectiveness of the policy. This policy shall be reviewed before the start of each new academic year. The academic team comes together and takes reflection upon the previous academic year and recommends and makes changes to benefit all the school community. The decision taken by the educational team would be final and binding upon all. All the relevant IB publications and developments are taken into consideration.

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References

- *Programme Standards and practices. International Baccalaureate Organization, 2014.*

- *IB Organization. "International Education." International Baccalaureate Organization, 2020*

- *Assessment principles and practices—Quality assessments in a digital age, International Baccalaureate Organization, Published July 2019*

- *MYP: From principles into practice International Baccalaureate Organization (for use from September 2014/January 2015)*

- *MYP subject guides*
- *DP guides and subject briefs*
- *Bachman……*
- *Dornyei….*