

HPCIS is an International Baccalaureate (IB) World School authorised to implement the IB Diploma Programme and IB Primary Years Programme, and is a candidate school for the IB Middle Years Programme*



Assessment Policy

Middle Years Programme

2021-2022

**Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit <http://www.ibo.org>.*

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Assessment Policy

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1. IB Learner Profile

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. As IB learners we strive to be:

<p>Inquirers</p> <p>We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p>	<p>Open-minded</p> <p>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 we are willing to grow from the experience.</p>
<p>Knowledgeable</p> <p>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.</p>	<p>Caring</p> <p>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.</p>
<p>Thinkers</p> <p>We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>	<p>Risk-takers</p> <p>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.</p>
<p>Communicators</p> <p>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.</p>	<p>Balanced</p> <p>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.</p>
<p>Principled</p> <p>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.</p>	<p>Reflective</p> <p>We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>

2. Mission Statement

The IB's 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.” (“Programme standards and practices” vi)

The Mission Statement of the HPC International School

As an **IB WORLD SCHOOL**, we believe that it is important for everyone in our school to **belong** to a principled, open-minded, collaborative and caring school family. People who experience an inquiry-based, constructivist approach towards teaching and learning on a daily basis **grow** into educated, responsible and independent thinkers. They **engage** in creating a more just and peaceful world and to contribute to the global community.

3. General assessment philosophy:

- Assessment is on-going.
- Assessment is consciously designed to measure and improve student learning.
- Reflection is an essential and integral part of assessment.
- Assessment tasks must be authentic whenever possible.
- Feedback is central to the assessment process.
- Students and teachers can use feedback to revise and improve performance.
- Assessment provides a direction for teachers, the learners (students), the parents, the administration and the larger school community.

- Assessment should be sensitive to cultural, linguistic, racial, learning, physical and gender differences.
- Criteria for assessment is shared or developed with the students prior to assessment where appropriate.
- Assessment is objective; all judgments are based on evidence from student work.

4. Aims of assessment at HPC International School:

- Provide valid and reliable measurements of what students have learned.
- Reflect student growth, development and learning.
- Identify areas of strengths and areas to be further developed.
- Provide direction for future planning and instruction.
- Develop a common language for discussing and evaluating.
- Evaluate the appropriateness of the curriculum.
- Inform academic target setting.
- Empower students to be active participants in their own learning.
- Create shared academic understanding in departments.
- Provide structured, focused and relevant feedback to students and parents.
- Provide information to school management to inform budgets, resources, curriculum development, appraisal and professional development.

5. General assessment practices in HPC International School:

1. **Pre-assessment** – All teachers will assess student’s prior knowledge and experience before embarking on new learning experiences.
2. **Formative assessment** – On-going and regular assessment will be used during the teaching and learning process to inform teachers and students about how the learning is developing.

Formative assessment and teaching are directly linked. A variety of methods will be used. Teachers are expected to keep records of their formative assessments.

3. **Summative assessment** – Summative assessment happens at the end of the teaching and learning process and is planned in advance. The assessment is designed so that students can show their understanding of concepts, knowledge and skills in authentic contexts.

4. **Internal assessment standardization** – Internal standardization in MYP – in the cases where more than one teacher is teaching the same subject group in a given year level, instances of internal standardization will take place to ensure a common understanding of criteria and application of levels of achievement. Supervisors of the personal project will also standardize. According to the guide MYP: From principles into practice (2014): “Standardization throughout the school year promotes consistency and builds common understandings about student achievement with respect to MYP objectives.” (page 83).

5. Assessments will be carried out in the following forms: peer-assessment, self-assessment and teacher assessment. Feedback should be provided within an appropriate amount of time, and never longer than one week.

6. A balance of strategies will be used at developmentally appropriate levels and should be outlined in planning documentation.

7. A balance of assessment tools should be used with the strategies. Assessment tools will be shared on ManageBac.

8. Assessment data should provide evidence of developing the attributes of the IB learner profile. The assessment process at **HPC International School** involves the active participation of students, teachers and parents. They work together to keep each other informed about student progress. The student is at the centre of the process and is actively involved in and takes appropriate

responsibility for his/her own assessment. Teachers, students and parents support each other in the on-going assessment process

6. Special features of assessment in the Middle Years Programme (MYP):

- Authentic assessment tasks in the MYP are generated by teachers and, where appropriate, students.
- Objectives for each subject group are identified by the MYP subject group guides and are aligned with the assessment criteria.

The MYP assessment criteria across subject groups can be summarized as follows:

	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
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Community Project	Investigating	Planning	Taking action	Reflecting

Personal Project	Planning	Applying skills	Reflecting	
Interdisciplinary Unit	Evaluating	Synthesizing	Reflecting	

- Assessments are measured by criterion-related rubrics that are also found in the MYP subject group guides; these are modified with task-specific clarifications where appropriate. The rubrics describe eight levels of competency against the objectives.
- Judgments are made by consulting the levels of achievement and assigning the level that best describes the quality of work submitted.
- Assessment in the MYP is on-going, using both formative assessments (which inform teaching and learning) and summative (which measure the amount of learning that has taken place). This school expects level descriptors for summative tasks to be distributed at the beginning of the unit. Where appropriate, students are expected to submit the work with a self-assessed judgement based on the level descriptors. Teachers are expected to return student summative assessment work with written feedback within one week of receipt.

7. Best fit approach

Teachers use their professional judgement to determine the most appropriate level for each criterion being assessed for a given task.

After a series of judgments are made, the rubrics, along with formative assessment data and summative assessment data are used to make a final judgement using the “best-fit” approach for each criterion, in order to inform MYP 7-1 scale for a given reporting period.

8. Final Grade

- The final grade is based on the total of the four criteria along the following grade boundaries:

Grade	Boundary guidelines	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces 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.

9. Assessment strategies

Strategies	Tools
<ul style="list-style-type: none"> ● Observation ● Performance assessment ● Process-focused assessments ● Selected response ● Open-ended tasks 	<ul style="list-style-type: none"> ● Rubrics ● Exemplars ● Checklists ● Anecdotal records ● Continuums
<ul style="list-style-type: none"> ● Portfolio assessment (The Design portfolio for G9-10 is digital.) ● All students' work is documented on ManageBac. Portfolios are easily accessible and on the platform. Students and parents are able to access their portfolio independently. 	

10. Assessment tasks

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—musical, 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)

11. Number of assessments per week

- MYP 4 and 5 students will have a maximum of three summative assessments per week.

12. Meeting of Deadlines

When setting deadlines, teachers take into consideration the student's workload and other assessment tasks given by other teachers and choose the dates that spread out the workload of students as much as possible. Once set, teachers should avoid changing deadlines unless absolutely necessary. Teachers also ensure that sufficient time will be available, either lesson time or homework time, for students to complete the task within the given timeframe.

13. Late Work Policy

1. Consequences will ensue for late submission of work to be determined by the professional judgement of classroom teachers and taking into consideration the following factors:

- Previous occurrences of late submission of work
- Student's academic considerations (e.g. specific learning needs)
- Other personal circumstances.

2. A **MYP** student who fails to submit his/her summative assessment by the given deadline (without adequate explanation) will:

be awarded a 0 grade and the assessment will be considered as formative and will not positively influence the final grade.

3. A **MYP** student who fails to submit his/her summative assessment by the given deadline (with adequate explanation) will:

complete summative assessment after school and will be only given three school days for final submission, at which time work completed to that point will be the work assessed;

have the task recorded as a late submission, impacting the student's Approaches to Learning skills on the student's report card.

be awarded an N/A grade and the assessment will be considered as formative if it is more than three days late.

4. Parents will be informed about this policy regarding late submission of assessments and the consequences that follow.

“Acceptable reasons for work being incomplete include circumstances not reasonably within the control of the candidate, such as:

- illness or injury [(certified by a doctor and making writing or completing the assessment component impossible)]
- unavoidable attendance at a hospital or law court
- major adverse or unforeseen circumstances during the examination session
- work not being provided by a previous school for a transfer candidate (IBO 153).”

14. Late Work session

If a student fails to submit their work upon the agreed deadline, they will be required to attend the late work session. The late work session will take place every Thursday from 3:30-4:15 at school. Students will complete the missing work and receive formative feedback. This will be reflected on their ATL skills.

15. Plagiarism

The school is committed to maintaining the utmost academic honesty throughout assessments, as outlined in the academic honesty policy.

16. The Personal Project

The personal project is a self-directed inquiry which is an expression or an outcome of the students’ constructivist and holistic learning. It is produced over an extended period, completed during Year 5 of the MYP.

It holds an important place in the MYP as the students explore the extent to which they have developed the IB learner Profile attributes and those of the lifelong learners as mentioned in the IB mission statement. The inquiry draws upon their disciplinary knowledge, skills acquired through approaches to learning (ATL) and the awareness of the real world context of learning through the global contexts.

- The process of internal standardisation will take place within the team of supervisors, the personal project coordinator and the MYP coordinator to ensure that similar standards have been applied to all students.
- Supervisors will then determine a profile of achievement for each student by determining the appropriate level for each criterion. The levels for each criterion must

then be added together to give a criterion levels total for the personal project for each student. IB grade boundaries will then be applied to the criterion levels totals to decide the grade for each student.

17. The personal project exhibition

The MYP year 5 students are involved in the personal project exhibition at the end of their academic year.

The key purpose of the exhibition is:

- To provide a forum to the students to present the journey and the outcome of their self-driven inquiry.
- Demonstrate their ATL skills, attitudes, strategies and knowledge developed in course of their extended period of inquiry
- Demonstrate how the outcome of the inquiry cycle builds up or motivates thoughtful action.

The nature of the presentation will vary depending on the type of personal project. However, all personal projects will include a process Journal, a product/outcome and a report.

18. Reporting Format

Report cards— The school will report the students progress twice per academic year providing grades and comments.

- **Mid-Year Report** - The report will reflect the students' performance and progress in school from September - January. The reports will be issued in the second week of February.
- **End of Year Report** - The report will reflect the student's performance and progress from September - July. The report will be issued in the last week of July.

Parent conferences—The parent teacher conferences will be organised twice per academic year during the:

- Second week of November
- First week week of April
- In addition, individual meetings with the students of concerned parents will be requested as soon as the Mid-Year reports are issued (second week of February).

Teachers will communicate assessment data to parents openly and transparently, supported by examples of each student’s work. On that day parents come for a short meeting with each teacher or participate online to discuss their child’s level and suggested actions for improvement.

19. Assessment and Language Learning at HPC International School

HPC International School adheres to the underlying IB ethos, that all IB teachers are language teachers regardless of subject. As such, teachers across subject groups work together to develop strategies for supporting those students for whom English is not their first language. Through the use of formative assessment teachers where appropriate, differentiate learning opportunities to support the whole child. Language support forms part of this developmental strategy. Students who have a low level of English language proficiency at HPCIS receive in-class or out of class support from our Language Acquisition teachers and Librarian. It is important to remember that some students will not be using their first language, and in such circumstances, teachers’ main focus should not be solely on marking for grammatical accuracy but also, they should consider the way that students present their thinking. All teachers should help English as an Additional Language students by highlighting and improving language errors, where applicable. For further information, refer to the HPC International School Language Policy.

20. Learning support

In order to support the students with learning support requirements, reasonable adjustments to access the MYP curriculum framework, including internal and external assessments may be implemented. These adjustments could be unique to a specific student and may include changes in the presentation of the test or method of response. Where reasonable adjustments involve changes to specific aspects or specific criteria of the assessment, the overall learning outcome must remain the same.

- For students with special assessment requirements our inclusion policy outlines detailed procedures for class work and assessment.
- If students participate in the programme with modifications to the required MYP curriculum framework, subject-group objectives/assessment criteria or assessment criteria descriptors the IB is not able to validate grades or award the IB MYP certificate.
- Students who complete the personal project and school-based service as action requirements in MYP year 5 are eligible to receive IB MYP course results.

21. Internal requirements to be promoted to the next grade level

In order to be promoted from MYP Year 4 to MYP Year 5 a student should:

student

- Achieve a minimum of 28 points in total out of 49 points in 7 MYP Subjects.
- Complete the Service as Action requirements

In order to be promoted from MYP Year 5 to DP1 student should:

- Achieve a minimum of 28 points in total out of 49 points in 7 MYP Subjects.
- Complete the Service as Action requirements
- Achieve a grade 3 or above in Personal Project

Bibliography

Coordinator support material

MYP: From principles into practice (2014), “Principles of MYP assessment”,
“Reporting student achievement” and “Appendix 3: MYP command terms”

Further guidance for developing MYP assessed curriculum Guide to MYP eAssessment

Coordinator support material: IB Policy Document sample

WAT Assessment Policy 2019/20

General regulations: Middle Years Programme

Heidelberg Private School Center (2016): Academic honesty policy.

Heidelberg Private School Center (2016): Special learning needs policy.

International Baccalaureate Organization (2013): Learner profile.

HPC International School

MYP Assessment Policy

Declaration,

I declare that I have read the policy on Assessment and Late Work Submission and understand the consequences of not submitting the work on time as outlined in the policy.

Student signature Date/ /.....

Parent signature Date/ /.....



**This declaration must be signed in and uploaded to your OpenApply under the files section as PDF/WORD Document.*