



Assessment policy at SIEC



The assessment practices at Soodeh International Educational Complex are in line with the International Baccalaureate's MYP Coordinator's Handbook and MYP: Principles into Practice. Assessment is an essential aspect of teaching and learning, providing valuable information to all involved in a student's education. It is designed to be relevant and authentic, allowing for the practical application of learned skills and concepts in real-life situations. Assessment results guide further teaching and learning, serving as indicators of a student's current levels of knowledge, understanding, and application of classroom concepts. The school's assessment practices reflect key IB MYP principles, including the IB learner profile, global contexts, and the inquiry-based teaching and learning model. Additionally, assessment aligns with the rubrics, criteria, and descriptors provided by the IB in subject guides.

Forms of Assessment

Assessment at SIEC is a continual process that occurs at key points throughout the school year, allowing for thorough and consistent evaluation. It is both formative and summative, providing feedback for teachers and student several times during each unit of inquiry. All assessment is criteria-referenced. That is, students are assessed against IB criteria and not against each other. Further, the criteria used provide descriptions of current levels of achievement, which inform areas for further growth.

The two main forms of assessment used at SIEC are formative and summative.

Formative assessment is geared towards recurrent assessment during a unit of inquiry.

Feedback for formative assessment ranges from informal discussion to written commendations and recommendations, depending on the nature of the assessment task. This form of assessment may not make use of criteria-referenced levels, as it is intended to provide students and teachers with information regarding discrete skill



Assessment policy at SIEC



progression within the context of one unit of inquiry. Summative assessment occurs at the end of each unit of inquiry, and the feedback provided is formally presented, along with a criteria-referenced level of achievement.

Where more than one teacher is involved in teaching a subject group for a single year group, summative assessment is standardized, ensuring that a common system of criteria-referencing is used.

Assessment tools available comprise all forms of written, oral and practical work.

Examples of assessment methods include, but are not limited to:

- case studies
- debates
- discussions
- essays
- journals
- subject-specific formative tests (multiple choice/short-answer/selective response)
- observation
- projects
- portfolios
- verbal and multimedia presentations
- problem-solving
- process journals and developmental workbooks
- research

Spodeh International Educational Complex



Assessment policy at SIEC



To ensure that assessment for learning occurs, formative assessments used at SIEC must include the key characteristics detailed below:

1. Sharing learning goals/objectives with students

Teachers must:

Share learning objectives at the beginning of the lesson and, where appropriate, during the lesson in a manner accessible for all students.

Use learning objectives as the basis for questioning and feedback at the end of the lesson.

Evaluate feedback in relation to the achievement of the lesson objectives to inform the next stages of planning.

2. Helping students know and recognise the standards they are aiming for

Teachers must:

Show students work which has met the assessment criteria, and provide explanation why the work was successful.

Give students clear success criteria that relate to the learning objectives.

Model what work should look like. For example, by exemplifying good

writing structure on the whiteboard.

Ensure that there are clear, shared expectations about the presentation of

work.

3. Involving students in self-assessment



Assessment policy at SIEC



Teachers must:

Give students opportunities to discuss what they have learned, and what they have found difficult, using learning objectives as a focus.

Encourage students to collaboratively discuss and focus on how to improve.

Ask students to demonstrate their thought processes. For example, by asking them to explain how they found the answer to a problem.

Give time for students to reflect upon their learning.

Identify the next steps of learning with students.

4. Providing feedback which leads to students recognizing their next steps and how to take them

Teachers must:

Provide oral and written feedback whenever possible, in a manner that is accessible for students.

Ensure feedback is constructive rather than simply positive, identifying what students have done well, what they need to improve and how to improve.

Identify the next steps for individual and groups, as appropriate.

5. Having confidence that every student can improve

Teachers must:

Identify small steps to enable students to see their progress, thus building confidence and self-esteem.



Assessment policy at SIEC



Encourage students to explain their thinking and reasoning within a secure and positive classroom ethos.

6. Involving both teachers and students in reviewing and reflecting on assessment information

Teachers must:

Reflect with students on their work; for example, through storyboard steps taken during an investigation.

Choose tasks appropriately to provide quality assessment information.

Provide time for students to reflect on what they have learned and understood, and to identify where they still have difficulties.

Adjust planning and evaluate the effectiveness of tasks, resources etc. as a result of assessment.

Group work at SIEC

At The Soodeh International School, we encourage collaborative work as a valid, even necessary, skill set in any child's personal development. As such, it is often used during formative assessment, in order that students grow together, scaffolding each other's learning. We do not, however, base any summative assessment on group or team work. Each student's summative assessment is conducted on an individual basis.

Examinations at Soodeh International Educational Complex

At The SIEC we use formal, annual examinations as only one form of assessment. These examinations, which take place in the first and second term of the academic year, carry no special or additional weighting when it comes to determining levels of achievement.



Assessment policy at SIEC



Rather, examinations in this instance are more important as an educational life skill for students, rather than as a gauge of overall learning.

Formative/summative assessment feedback

Feedback on specific assessment tasks is varied. Formative assessment may involve both oral and written feedback, and can be instantaneous depending on the nature of the task. Summative assessment is always written and detailed, outlining both strengths and areas for growth as evident in the piece of work. Feedback on written formative assessment tasks (which can include classwork and homework) is given within three to five business days. Feedback on summative assessment tasks is delivered within 10 business days. Whenever a test or exam has been administered, feedback is delivered as soon as possible, within practical parameters (such as teacher workload, the nature of the test, etc.).

Note on assessment in MYP 4 and 5

In MYP 4 and 5, in preparation for the rigours of the IB diploma programme, summative assessments see a tighter focus on timed and/or in-class tasks rather than take-home projects. Summative assessment tasks during these two years generally mirror the types of tasks required in the diploma programme.

Reporting of assessment

Overall Assessment at SIEC is formally reported through termly, detailed report cards. Additionally, assessment is reported using regular progress reports, annual parent-teacher evenings, individual parent-teacher conferences (by appointment) and, in the case of the MYP 5 Personal Project, presentations.



Assessment policy at SIEC



Final Assessment

Students do not receive traditional grades in the MYP. Rather, in order to determine the final levels of achievement, teachers gather as much information as possible from both formative and summative assessments. The final criteria level reflects teachers' professional judgment of a child's progress throughout units of inquiry, discrete academic terms, and the entire year. This is not a statistical or arithmetical approach, but is rather an informed judgment, based on IB criteria descriptors and professional opinion, which is periodically monitored by the IB.

The "Best-Fit" Approach to Assessment

The Codrington School makes use of the IB-mandated "best-fit" approach to assessment. Below is an extract from the MYP Language A: English subject guide:

The descriptors for each criterion are hierarchical. When assessing a student's work, teachers should read the descriptors (starting with level 0) until they reach a descriptor that describes an achievement level that the work being assessed has not attained. The work is therefore best described by the preceding descriptor.

Where it is not clearly evident which level descriptor should apply, teachers must use their judgment to select the descriptor that best matches the student's work overall. The "best-fit" approach allows teachers to select the achievement level that best describes the piece of work being assessed.

If the work is a strong example of achievement in a band, the teacher should give it the higher achievement level in the band. If the work is a weak example of achievement in that band, the teacher should give it the lower achievement level in the band.



Assessment policy at SIEC



General IB Achievement Levels

General descriptors of achievement levels are listed in the table below. These are not subject-specific, and each subject area uses separate levels and descriptors, which are available in the IB MYP subject guides.

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



Assessment policy at SIEC



Assessment Practices

Teachers:

1. Subject group teachers collaboratively design and develop tasks, learning engagements and assessment tool to ensure standardization and consistency within each subject and each grade levels.
2. Learning experiences are designed to prepare students for the final unit assessment at the end of each unit. Learning experiences must use a variety of strategies to ensure conceptual understanding is reached.
3. Each assessment must have a written set of instructions (Task Specific Clarification) related to the given task. The instruction must include detailed description of the task itself; the knowledge, understandings and skills being assessed as well as the assessment criteria.
4. Assessment's activities on diverse forms like tests, presentations, debates, writing assignments, journals, worksheets, student led discussions
5. Self-reflection is highly encouraged and practiced. Student reflect on the work they did and are able to self-assess their work identifying strengths and areas of improvement
6. Peer to peer assessment is encouraged. Students assess each other during a learning engagement and share feedback on each other's work.

Students:

1. Students engage authentically and honestly in all types of assessments
2. Students will submit authentic work for summative tasks in accordance to the Academic Honesty Policy
3. Students will support their peers through learning and engaging in peer-to-peer assessment.

Parents:



Assessment policy at SIEC



1. Through assessment reports, parents learn about their child's learning progress and achievement
2. Parents can also communicate directly with teacher to discuss their child's learning progress and needs.
3. Parents can use the data provided to further support their child's learning at home.

Reporting Assessments:

Teachers report to parents on student achievement on a regular basis through various channels:

1. Summative Task Marks: those are reported on Education every time a child sits for a summative Task
2. Formative Task Feedback: teachers provide feedback on formative work in class. They may also provide answer keys
3. Parent-Teacher Office Hour: Parents are encouraged to meet with their children's teachers to receive overall feedback on student performance in class and during different learning experiences.
4. Report Cards: The upper campus releases report cards four times a year, first midterm and final term, second midterm and final term.

IBO provides the required assessment criteria for years 1, 3 and 5 of the MYP. At SIEC, MYP teachers make decisions about students' achievement using their professional judgment and "best-fit" approach, guided by mandated criteria that are public, known in advance and precise (MYP Assessment Criteria are discussed with students in August and at the start of the unit), ensuring that assessment is transparent.

The MYP assessment criteria across subject groups

	A	B	C	D
Language and literature	Analyzing	Organizing	Producing text	Using language



Assessment policy at SIEC



Svein International Educational Complex

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 analyzing	Developing ideas	Creating the solution	Evaluating
MYP Personal Project	Planning	Applying skills	Reflecting	-
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting



Assessment policy at SIEC



Internal standardization

Internal standardization is guided by the SIEC MYP internal standardization procedures document (Appendix 1). Internal standardization of assessment involves teachers meeting to come to a common understanding of the criteria and achievement levels for student work. In so doing, teachers increase the reliability of their judgments.

Subject groups

Standardization within subject groups promotes consistency and builds common understandings about student achievement with respect to MYP objectives/assessment criteria. In general, subject groups consist of 1-3 educators teaching at different year levels. The following practices are employed for internal standardization.

- Peer review of year level summative assessment tasks within the subject group.
- Using interdisciplinary unit assessments for internal standardization.
- My IB Programme Resource Center subject specific Teacher support materials provide examples of assessed student work to guide the assessment. Analyzing the examples individually and within the subject group.
- My IB Programme Resource Center "Specimen marked candidate responses" provide examples for year 5 student responses in eAssessment subjects. These responses may be used to inform individual teacher markings and discussed in subject groups.

Personal project

External moderation of the personal project is mandatory. Prior to the external moderation, as required by the IBO "Schools ensure that the projects are assessed and internally standardized by the supervisors in the school according to the criteria stated in Projects guide , each project goes through the following internal standardization procedures:



Assessment policy at SIEC



- Initial assessment (supervisor);
- Assessment by another 2 arbitrarily assigned supervisors. An additional MYP teacher may be added to the group;
- Group discussion/agreement upon the final level of achievement (supervisor, MYP teachers);
- Standardized achievement level and grade with a comment issued to the MYP

Coordinator to enter into IBIS, to the student, and recorded to LMS Projects assessment section (supervisor).

LMS

SIEC utilizes an integrated information system, LMS for gathering and reporting assessment information. This summative and formative assessment information is accessible to students, parents and teachers.

LMS is the primary data management system used at SIEC for all matters concerning planning and assessment. It provides the basic means through which staff should record details of teaching and assessment along with communication of these to students and parents. It should contain any documents relating to subject group procedures and practices (Syllabi, Course Outline etc.) along with daily notification of work covered. A student's achievement levels for each assigned task will automatically be visible in LMS along with any comments posted by staff. Notice of homework and formative and summative assessment tasks will be posted on LMS.

The LMC information system creates SIEC MYP reports that are specifically designed for the MYP programme and will help promote an in-depth evaluation of a students' learning.

Reporting formats and timeline



Assessment policy at SIEC



SIEC uses report cards in which all teachers contribute assessment data from their subject, and which include achievement levels for quarterly terms and grades at the end of each semester. Report cards are used to communicate the overall results of assessed work and the progress students are making toward the objectives of the SIEC MYP curriculum. Report cards include both numerical and narrative elements. Individual teacher comments are included to MYP 5 reports for all subjects.

Reports are generated four times a year. The report content and format is reviewed each year in the spring to determine any changes for the following year.

Final Year of the Programme: MYP 5

At the end of the MYP programme, in year 5, students receive the MYP final grade for each subject group, and for the personal project.

Personal project

For schools ending in MYP year 5, moderation of the personal project is mandatory. Therefore, SIEC MYP Course Candidates' (MYP 5 students) projects are externally moderated by IBO examiners receiving IB MYP course results and a grade (1-7) for the Personal project.

The personal project is a cumulative learning experience, at the end of the MYP programme in year 5. It is a product of student's own initiative and reflects his/her overall experience of the MYP. It provides an opportunity to investigate a topic of interest (RESEARCH), produce a creative piece of work of student's choice (PRODUCT/OUTCOME) and reflect on the project process (PROJECT REPORT) to demonstrate the new knowledge, skills developed in approaches of learning, and to show an understanding in areas of global context.

Optional eAssessment for MYP Year 5 Candidates.

MYP eAssessment is an optional service for IB World Schools that results in IB-validated grades recorded as MYP course results, which can contribute to the award of the MYP certificate. The following possibilities are available for MYP Year 5 students:



Assessment policy at SIEC



The MYP Certificate is the highest award for the MYP and results in certification by the IB Organization. Specific requirements have to be met.

The MYP Course Results is the primary MYP awards document. It shows each discipline the candidate has taken, and the grade achieved (1–7). It also shows the grade achieved in the personal project, interdisciplinary assessment, and that the school's community service requirement has been completed. The results document only shows positive achievement.

The MYP Record of Participation is for MYP students who study in the programme for at least two years and complete the requirements in year 3 or year 4. These students are not registered with the IB for any form of assessment. The school-based Record of Participation is a school-based document, not verified by the IB Organization and is issued by the school. Certain requirements have to be met.

Recognition of the MYP Certificate

The IB Organization actively promotes wide recognition and acceptance of the MYP Certificate or MYP Course Results as a basis for continuing education, but does not guarantee recognition of the MYP Certificate or MYP Course Results by any institution or relevant authority in a country. Consequently, candidates and legal guardians bear the sole responsibility for verifying whether the MYP Certificate or MYP Course Results have recognition and acceptance.

Inclusive assessment arrangements are changed or additional conditions during the assessment process for a candidate with assessment access requirements. These enable the candidate to demonstrate his or her level of attainment more fairly and are not intended to compensate for any lack of ability.

SIEC will follow the IB MYP learning support requirements for eAssessments as set forth in “General regulations: Middle Years Programme” pg. 10-11 and inclusive assessment arrangements in “Candidates with assessment access requirements (Middle Years Programme)”.



Assessment policy at SIEC



[Back](#)

Policy Alignment

ISE MYP assessment philosophy and policy align with SIEC school values and other policies as outlined below. In all of these policies and procedures, the student is central.

IB Learner profile

The IB Learner Profile states that students are reflective meaning analyzes own strength and weaknesses through formative self, peer and teacher, as well as formal summative assessment for success.

SIEC mission statement

Our mission statement aims to “develop inquirers, communicators, risk-takers and leaders”. Part of being an inquirer, risk-taker, and leader is understanding and demonstrating integrity and honesty in all learning assignments and tasks as a student and an individual.

SIEC MYP assessment policy aligns with our academic honesty policy.

Academic Honesty

As stated in SIEC MYP Academic Honesty Policy (Appendix 4) “Academic honesty in the IB is a principle informed by the attributes of the IB Learner Profile. In teaching, learning and assessment, academic honesty serves to promote personal integrity, provoke respect for others and the integrity of their work. Upholding academic honesty also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies. As stated in the IB Learner Profile, all members of the IB community must strive to be “principled”, acting with “integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere”. MYP students must demonstrate academic honesty and avoid any form of academic misconduct”.



Assessment policy at SIEC



Students are expected to be principled and as such, they will complete all assessments and other work with academic integrity.

Formative assessment tasks can be used to teach, learn and practice academic honesty, as formative work helps a student meet the established criteria for the summative task. SIEC MYP Academic Honesty policy explains the expectations for the students as well as the procedure of violation and actions.

SIEC MYP language policy

SIEC MYP language policy supports (ELL) students, where possible, in learning through their mother tongue; this flexibility decreases the pressure students might otherwise feel when completing assessment tasks. Students can choose (where possible and appropriate) to work from multilingual sources without feeling badly about doing so. We also provide support for our English language learners through accommodating/modifying the assessment tasks so they can meet the objectives and assessment criteria.

SIEC Inclusion policy

All students regardless their learner status is expected to participate in daily teaching and learning to best of their ability. Adjustments and modifications will be applied to assessment tasks case by case based on ELL student needs.

IBO is not able to validate grades or award the IB MYP certificate for SEN students, who participate in the programme with modifications to the required MYP curriculum framework (alternative programme, ILP). Students who complete the personal project and school-based community service requirements in MYP year 5 are eligible to receive IB MYP course results. (MYP: From Principles into Practice).

Policy review

Policies will be revised at the beginning of each school year by the respective Programme teachers.