



## PHIS ASSESSMENT PHILOSOPHY

At PHIS students are assessed to support curricular goals and encourage appropriate student learning. Assessment is used to judge the students' work in relation to identified levels of attainment, and not in relation to the work of other students. This policy is based on the IB Learner Profile, in that it supports developing PHIS students into being principled learners.

## AGREED PRACTICES

- Professional Development sessions will be delivered annually, led by programme coordinators, which help all teachers become aware of the individual programme requirements for assessment.
- Written reports will be made available to parents on a regular basis - these are progress and summative. Parent-teacher conferences will happen thrice a year, one in October after the Mid-term exam of Term 1, the second one in December after the Term 1 end exam and the third in March after the Mid-term exam of Term 2.
- Workshops will be held for parents on developing understanding of assessment in each programme.

## PURPOSES OF ASSESSMENT

### **For students**

To provide feedback on areas of strength and targets for improvement. Assessment allows students to develop self-awareness and make informed choices about their learning.

### **For teachers**

To provide information about individual student progress and provide feedback for improvement and next-step planning of teaching and learning.

### **For parents**

To provide feedback on areas of strength and targets for improvement for their child. To support the home school partnership.

### **For pedagogical leaders**

Provides feedback about quality of education taking place in the school and helps decision making regarding action plans for: Professional Development provision; programme options/extensions; staffing needs; timetabling; calendar; and student numbers.

# ASSESSMENT PRACTICES

## Assessment Structure

- Assessment will be meaningful and relevant
- Provides clear feedback to the students and is grade level appropriate
- Teachers should use backwards planning with regards to assessment and always keep the criteria in mind to be used for summative tasks at the start of the new unit
- Many different types of strategies, tasks, and tools are used to assess students learning
- Summative assignments (short and longer term) are assessed and progress is recorded at various points in the unit not just at the end
- All activities are considered part of formative assessment either informally or formally.

## Assessment Occurrence

- It will be ongoing throughout the unit
- Students and parents will have a good idea at all times of how the student is progressing throughout the unit based upon the assessment criteria.
- Planning of assessment is done in such a way that students are enabled to demonstrate progress and help the teachers plan the next step, while recording formal assessments at certain identified times during the year: Mid-term 1, Term end 1, Mid-term 2 and End of year exam.

### **Formative assessments [for internal standardization]**

1. Extended assignment [Project, Booklet, Article, etc.]-
2. Pen and Paper Class test-
3. Graded home works:
4. Innovative Assessment Tasks [simulations, conferences, exhibitions/demonstrations, etc.]:

Note: The minimum number of assessments to be conducted will vary according to the number of weeks available per quarter.

**At PHIS, the summative assessments in MYP will occur four times in an academic year: two in Term 1 and two in Term 2.**

### Specific to Primary years [Gr 3-5]:

For the primary years the assessments will be continuous through the UOI (units of inquiry) and specific areas of knowledge as per the objectives set out in the Scope and Sequence and vertically aligned documents.

### Specific to middle years [Gr 6-10]:

At PHIS more focus is concentrated towards the process of learning however the students are also encouraged to realize that the product in the form of the outcome is important as well. The outcomes are analyzed with objectives in mind. The assessments will be continuous in the middle school with constructive and timely feedback given to the students to better the teaching- learning process.

Formative assessments are aimed at developing the skills and attitudes that facilitate students' learning and understanding. A range of tasks that the students undertake inform us about the learning needs of a child.

Summative Assessments are the culminating assessments designed to develop the learning experience by providing the information on the students' achievements against set objectives.

**At PHIS, the summative assessments in MYP will occur four times in an academic year: two in Term 1 and two in Term 2.**

**Specific to High school [Gr -12]:**

Assessment is continuous and ongoing through Formative and Summative assessments. Formative assessments are primarily directed to develop in a student the skills for learning while the summative assessments are aimed at assessing the skills of learning.

At PHIS we follow six- ten weeks of assessment cycle comprising of range of formative assessments leading to the mid-term/end of term exams. There will be formal exam sessions four times an academic year – two midterm exams (October and March) and two end of term exams (December and June).

**Specific to DP:**

In addition in the DP there will be three mock exam sessions (middle of Feb, end of March, and middle of April) in the second year of the programme.

As per IBO guidelines, 70 – 80% of student work in the DP is based on External Examination; 20 – 30% of student work is internally moderated. Core components like Theory of Knowledge Essay and Extended Essays are internally supervised by teachers and externally assessed by the IBO.

**Absence during assessments:**

Student(s) will be marked absent and no retest will be given in case of absenteeism without prior information. Prior written communication stating reason for student absence for test / exams should be given to the respective Programme Coordinator. A medical certificate stating illness must be submitted on return to school, in case of illness. Emergency cases need substantiated evidence and documentation and it is up to the Coordinator to decide whether or not to allow a student to take retest/exam.

**Accommodations in assessments:**

ESL students will be assessed based on the criteria laid down by the IBO for every subject. The Language B course in English may help the students with differentiated ability in the English Language.

**Accommodations for SEN students:**

SEN students will be able to avail special considerations for their final examination as per the grants from IBO.

## ASSESSMENT MATERIAL

- While the outcomes may be different in the Primary years, Middle years and DP, each programme has assessment objectives to reflect those outcomes.
- We assess student's progress towards achieving those objectives, using appropriate criteria and tasks.
- Students are assessed on their subject specific and trans-disciplinary skills, subject knowledge & understanding, their attitudes and conceptual understanding.

## ASSESSMENT RESPONSIBILITY

- It is a joint task between teachers, students, and parents/guardians in multiple methods (for example conferences, exhibitions, formative, summative, anecdotal records, etc...)
- Both teachers and students are responsible for assessment by setting each task with clear written descriptions and criteria.

## ASSESSMENT RECORDS

- Assessment is recorded in a way that contributes to student learning.
- The information is easily accessible, and presented using common language while catering for a wide variety of assessment strategies.
- Assessment is recorded for individual students in a centralized system, ManageBac where access and input is available to all stakeholders.
- In the centralized recording system (ManageBac), the following elements of the assessment should be included:
  - Grade book
  - Reflections
  - Rubrics
  - Portfolios
  - Checklist/anecdotal evidence
  - Report cards
- For DP students the final grade at the end of each summative exam will be based on 75% weightage to summative assessments and 25% weightage to formative assessments.
- The results of the students reflect their performance against set standards and not by their position in the overall rank order.

## ASSESSMENT ANALYSIS AND REPORTING

- Teachers analyze data collected through formative and summative tasks and ongoing observation.
- Students analyze their own performance through self-evaluation and reflection.
- Progress of a student's learning is reported through hard copy and digital reports written by teachers and students, three way and student led conferences, meetings with parents and online grade books.
- Department Heads and Programme Coordinators analyze assessment data on an ongoing basis, and particularly at the end of reporting periods, in order to ensure student needs are being appropriately met.

## ASSESSMENT REPORTING TO STUDENTS AND PARENTS

- Assessment information is reported informally through three way conferences, student led conferences and meetings with parents.
- Parent Teacher Meetings will occur twice a year, specifically after the midterm exams in each term (during October and March of each academic session).
- In addition, for the Primary and the Middle year programmes Student Led Conferences will be held once per academic session in March.
- Formally, assessment information is reported to students and parents through grades on individual tasks, online grade books and two written reports per year, and available to parents through online systems (ManageBac).

## ASSESSMENT INFORMATION ACCESS AND LOCATION

- Information will be available online (ManageBac) to teachers, parents, students' and administrative personnel.
- Assessment information is also accessible through the printed reports, the teacher's own personal notes and grade books.

## ASSESSMENT PRACTICE REVIEW

- Assessment practices are reviewed in conjunction with curriculum review and unit review on an ongoing basis.
- Review of practices within grade levels and programmes happens on an annual basis through professional development, when new subjects guidelines are published by the International Baccalaureate.
- Guidance is given from programme coordinators to teachers on an ongoing basis.

## EXTERNAL ASSESSMENTS:

PHIS will comply with the IBDP regulations and procedures related to the conduct of all forms of assessments for the IBDP Programme.

## MYP ASSESSMENTS AND SCORES:

### Assessment Occurrence

- It will be ongoing throughout the unit
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Summative Assessments are the culminating assessments designed to develop the learning experience by providing the information on the students' achievements against set objectives.

Assessment in the MYP aims to:

- support and encourage student learning by providing feedback on the learning process
- inform, enhance and improve the teaching process
- provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments
- promote positive student attitudes towards learning
- promote a deep understanding of subject content by supporting students in their inquiries set in realworld contexts
- promote the development of critical- and creative-thinking skills

- reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.

### **Achievement levels**

Each criterion is divided into various achievement levels (numerical values) that appear in bands, and each band contains general, qualitative value statements called level descriptors. The levels 1 and 2 appear as the first band, levels 3 and 4 as the second band, and so on. Level 0 is available for work that is not described by the band descriptor for levels 1 and 2. All criteria have four bands and a maximum of eight achievement levels. All MYP subject groups have four assessment criteria divided into four bands, each of which represents two achievement levels. MYP criteria are equally weighted. 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 levels increase, the level descriptors describe greater achievement levels in each of the strands.

### **Planning Assessment**

In the initial stage of planning units, teachers design statements of inquiry that drive the unit. Choosing from a range of assessment strategies, teachers can devise assessment tasks that give students adequate opportunities to show clearly what they can achieve in relation to inquiry questions, and hence the subject group objectives for that unit. Teachers can ensure that they assess their students' performances fairly, fully and appropriately by selecting and using various assessment tools.

### **Assessment objective**

is to provide students with feedback on their learning, in order to allow students to learn and improve further. Objective-driven assessments provide students the opportunity to self-reflect on their progress towards achievement on MYP assessment criteria while they explore key and related concepts and the global contexts, as well as allow them to receive rich feedback from their instructors. Teachers are expected to use assessment results to inform their planning of further learning experiences. Frequent, regular, continuous assessment is integral to all teaching and learning.

### **The purpose of the assessment policy**

is to set out the responsibilities of the students, teachers and parents, together with the school's expectations with regard to assessment tasks, to ensure the assessment process is transparent, equitable and relevant. We believe that assessment must meet the individual needs of the learners and support the holistic nature of the MYP by taking into account the unique development of the whole student. We believe that assessment throughout our programme should be used to support student learning and achievement.

**At PHIS**, for students to reach their greatest personal potential, they need to be provided with opportunities that challenge them and help them grow. To this end, teachers design authentic, rigorous, and student-centered assessments that promote important skills for 21st century learners and leaders. Throughout their units of study, students develop the Approaches to Learning (ATL) skills. Students are able to call upon these abilities, not only on their summative assessment tasks but in everyday life, giving them the skills and experiences necessary for success.

### **Using MYP Criteria and Determining Achievement Levels**

“The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught. They encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.” (MYP from Principles into Practice 2014)

## **MYP Criteria for All Subject Areas**

To determine a student's achievement level, teachers will use a criterion--related approach. Student performance is measured against pre-determined assessment criteria based on the aims and objectives of each subject area. Teachers must gather sufficient evidence from a range of assessment tasks, formative and summative, to enable them to make a professional and informed judgment guided by criteria that are public and transparent to determine a student's achievement level. In order to do this, teachers analyze the recent scores on criterion tasks and determine the most consistent pattern of scores.

## **Common Practices for Recording and Reporting (MYP)**

- Students are assessed using the Middle Years Programme Subject Criteria.
- Criteria from all eight required subjects are assessed multiple times during the school year.
- Reported MYP scores are based on more than one assessment task.
- Teachers use standards-based grading and MYP Criteria for assessments during the year.
- Teachers use the rubric appropriate to students' year in the programme.
- MYP scores are awarded according to how well the student has demonstrated mastery of the published criteria, using the subject area teacher's professional judgment along with student evidence.
- Rubrics are designed by the IB and made task specific by the teacher as the evaluation tool for formative and summative assessments and are created and provided to students before the unit is taught. Rubrics allow the learner to receive feedback from the instructor.
- Exemplars may be made available to students.
- Rubrics may be clarified using student-friendly language.

## **Formative and Summative Assessments**

Multiple and varied assessments will be employed to evaluate student achievement. It is encouraged that teachers write performances of understanding using the Wiggins and McTighe **GRASPS** method. These authentic tasks will provide opportunities for students to apply learned knowledge and skills to real-life situations.

### **Examples of various assessments include:**

- Student interviews
- Peer assessment
- Self-assessment
- Collaborative or individual projects
- Performances, demonstrations, or practical work
- Written assignments
- Unit exams
- Anecdotal records
- Verbal discussion
- Individual and group work
- Open-ended tasks
- Labs
- Presentations using a variety of tools (Prezi, PowerPoint or etc.) and in a variety of ways (oral, written, graphic)
- Process journals



**Authenticity of students' work:**

AT PHIS we give due weight to academic honesty and strictly adheres to its own Academic Honesty Policy and Procedures. In order to ensure that assessment is conducted in a proper manner, students' work is checked for authenticity. Should any doubts arise as to the authenticity of the work carried out by students, assessment results are withheld until the matter is resolved.

**Reporting to parents:**

Parents, teachers, and students are main stakeholders in education. Teaching and Learning benefits greatly when there is open and consistent communication among the three entities. Students and parents are kept informed in the following ways:

- **Parents-students portal (Mangebac)**
- **Parent/Teacher Conferences (PTM)**
- **Semester MYP Progress Reports**

**Communication Plan**

The Assessment Policy will be made available on our schools' website and will be shared with parents and students at the beginning of each school year.

**Review of the Assessment Policy:**

This will be reviewed and updated annually by the steering committee members.