



Kingdom Saudi Arabia
Ministry of Education
General Administration of Global and Foreign Education
Global and Foreign Education Office in the Eastern Province
AI–Bassam International Schools



Our Vision: Distinguished intercultural learning creates a leading personality taking pride into the past, living the present and looking forward to a better future to contribute to the sustainable development.

Our Mission: Using modern educational methodologies in a secure and motivating environment developing long life learning skills and promoting the national identity to contribute to the Global and Digital citizenship.

Core Values: We are honest - We inspire responsibility - We encourage initiative - We promote Confidence - We deal with respect - We value diversity - We support the positive change

Al-Bassam International School

Assessment and Reporting Policy



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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.” (© International Baccalaureate Organization).

BIS Vision

Distinguished Intercultural Learning creates a leading personality taking pride into the past, living the present and looking forward to a better future to contribute to the sustainable development

BIS Mission

Using modern educational methodologies in a secure and motivating environment developing long life skills and promoting the national identity to contribute to global and digital citizenship

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IB Learner Profile



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

<p>INQUIRERS 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>KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> <p>THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p>COMMUNICATORS 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>PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p>OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p> <p>CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p> <p>RISK-TAKERS 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>BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p> <p>REFLECTIVE 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>
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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.

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Implementing IB learner profile in our school community.

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.

The IB Learner Profile is made up of ten attributes. They outline the aspirations of internationally minded students engaged in IB programmes. They describe a range of human capacities and responsibilities that go beyond academic success.

At BIS, these attributes imply a commitment to help all members of our community respect themselves, others and the world around them. BIS's values and beliefs are an embodiment of the Learner Profile. The school provides an inclusive and caring learning environment where relationships are founded on empathy and respect. The students share their understanding and apply their knowledge to real-life situations where they are encouraged to think, reflect and take risks in their learning.

For Example:

Principled: We believe that assessment involves honesty and integrity. Students take responsibility for their learning through the completion of assignments.

Communicators: We understand that assessment is about the communication of understanding, which can happen in many different formats.

Risk-takers: Assessment involves risk as students must use knowledge in unfamiliar situations. They should be guided to function independently, exploring new situations with confidence to show their understanding.

Cycle of review Process

In the 2019-2020 school year, a cross-categorical team of teachers and administrators reviewed the BIS assessment policy and updated it. The assessment policy review team was chaired by PYP Coordinator and included School Principal and Teachers. The BIS Assessment Policy is a living document and it will be reviewed every other year to make sure that it reflects the present set of operating conditions at the school. The team indicated will be charged with yearly review and maintenance. Review Process This policy will be reviewed every other year. The Curriculum Coordinators will lead the revision process in collaboration with all stakeholders to gather information on what shall be revised. This is a living document that can be amended throughout the year to respond to the students' needs. The senior administrative team is responsible for communicating the policy to all stakeholders and ensuring that the policy is being implemented. The IB (PYP/MYP) Coordinators and Team Leaders are responsible for teacher observations to ensure practices are being implemented in accordance with the policy.

Policy Review, Roles, and Responsibilities

This policy will be reviewed every other year.

- The Curriculum Coordinators will lead the revision process in collaboration with all stakeholders to gather information on what shall be revised. This is a living document that can be amended throughout the year to respond to the students' needs.
- The school Principal and Programme Coordinators are responsible for communicating the policy to all stakeholders and ensuring that the policy is being implemented.
- The IB (PYP/MYP) Coordinators and Team Leaders are responsible for teacher observations to ensure practices are being implemented in accordance with the policy.

As an IB world school, BIS is committed to the following IB standards and practices,

Culture 5: The school implements, communicates, and regularly reviews assessment policies to help create a culture of continuous learning and growth. **(0301-05)**

Culture 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. **(0301- 05-0100)**

Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. **(0301-05-0200)**

Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. **(0301-05-0300)**

Culture 5.4: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. **(0301-05-0400)**

Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. **(0301-05-0500)**

Culture 6: The school implements, communicates, and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. **(0301-06)**

Culture 6.1: The school implements processes with consideration of the relationship between its IB mandated policies. **(0301-06-0100)**

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. **(0301-06-0200)**

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. **(0301-06-0300)**

Culture 6.4: The school articulates a planned integration of human, natural, built, or virtual resources in all of its IB-mandated policies. **(0301-06-0400)**

Culture 6.5: The school considers the learner profile in all of its IB-mandated policies. **(0301-06-0500)**

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. **(0301-06-0600)**

Approach to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. **(0404-02)**

Approach to Assessment 2.1: Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. **(0404-02-0100)**

- **PYP 1:** Teachers document and analyse student learning over time to design learning experiences based on data. **(0404-02-0111)**
- **MYP 1:** Teachers plan and design the assessment of student learning based on the criteria and procedures in accordance with programme documentation. **(0404-02-0121)**
- **MYP 2:** The school records criterion level totals and submits MYP personal projects for IB moderation in accordance with programme documentation. **(0404-02-0122)**
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Communicating the Policy

As an IB world school, BIS is committed to the following IB standards and practices, The BIS assessment policy is posted on the BIS website for anyone who would like to review it to easily see; also, it is shared with the parents in the family handbook, and published in the school education website system (Edunation) The students are informed of the details of the assessment procedures by their subject/homeroom teachers. During the new teacher in-service each fall, staff members are given an overview of the assessment procedures, further discussions are held within the departments, and IB teachers' meetings.

Assessment and Reporting Policy

In BIS We agree that

Assessment is integral to all teaching and learning in both the PYP and The MYP.

The prime objective of assessment in the PYP is to provide feedback on the learning process.

Assessment aims to thoughtfully and effectively guide children through **five essential elements of learning**:

- Acquisition of knowledge
- Understanding of concepts.
- Mastering of skills.
- Development of attitudes.
- Decision to take action.

Assessment is an ongoing process that targets learners learning enhancement. Facilitators use assessment results to customize their instruction accordingly & the school uses it to review its program continuously. Assessment guides planning and instruction, it frequent, ongoing, varied, and continuous. Effective assessment is integral to all teaching and learning.

Assessment involves the gathering and analysis of information about student performance and is designed to inform practice.

It identifies what students know, understand, can do, and feel at different stages in the learning process.

It involves frequent opportunities for students to be assessed in authentic contexts.

It provides suitable challenges for students and shows their progress to them.

- It improves and encourages students learning by providing effective feedback on the learning process and outcomes of the learners.
 - Assessment should be clear, concise and as culturally neutral as possible to all the community members in school.
 - It promotes a continuous growth and development in the program.
 - It provides a feedback whether students' inquiry develops over time; students ask questions of depth and if the students become aware that real problems require solutions that integrate several subjects.
 - It provides also a feedback whether students master skills and accumulate a comprehensive knowledge base, and if students demonstrate independence and work collaboratively.
-
- **The understanding of concepts**
 - **The acquisition of knowledge**
 - **The mastery of skills**
 - **The development of attribute**
 - **The decision to take responsible action**

Focus on the IB approaches to learning:

- Communication skills
- Social skills
- Self-management skills
- Research skills
- Thinking skills.

Focus on Agency in assessment:

- Students having a voice.
- Students having a choice.
- Students having ownership.

-Both students and teachers will be actively engaged in assessing student progress as part of the development. Teachers will also be concerned with evaluating the efficacy of the PYP/MYP program in their respective subject groups.

The qualities that must be in place and actively followed in order for BIS to accomplish its Mission.

In all that we do, we value –

- **care and compassion** – We believe that listening thoughtful to others, to respect their points of view and to treat them with kindness and empathy is the key to a successful communication.
- **the pursuit of high quality** – We set high but realistic standards for everything we do. We regularly assess how we are progressing towards those standards and constantly seek to improve.
- **inquiry-based learning** – “Why?” and “how” is our favorite question. We see ourselves as life-long learners.
- **taking action** – We are keen on making a difference. Therefore, we work hard to connect learning to service and real-life tasks.

Parents are targeted by assessment as well; they are to use assessment results to learn more about their children progress and utilize that knowledge to help when needed.

BIS strives to

- Develop motivated, responsible life-long learners who make a difference to our world.
- Provide an open-minded and supportive atmosphere through a climate of commitment, empathy and open communication.
- Establish a strong connection between different academic materials in order to make the learner see the world as a whole of connecting fields.
- Promote international-mindedness throughout curriculum by exploring our diversity of culture, language and experience and respect it.
- Promote the acquisition of different skills (thinking, communicating...etc.), experiences and qualifications.
- Develop a balanced curriculum in which art and music are merging with each other in order to give learners opportunities to express and explore their artistic and creative skills. Moreover, the school gives the learners opportunities to identify and appreciate others' experiences.
- Merge the Physical Education to develop the learners' fitness and encourage them to set a foundation for a balanced lifestyle.
- Encourage the learner to volunteer to work in the fields of the community services.
- Develop the social and leadership skills in order to help the learners in their future lives.
-

Assessment is learner-centered; the ultimate target of BIS assessment program is for learners to gain the ability to follow up with their personal development.

Assessment in the Primary Years Programme

Assessment is an ongoing process of gathering, analyzing, reflecting and acting on evidence of student learning to inform teaching.

- Assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning.
- Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning.
- Fostering an assessment culture involves the development of assessment capability among all members of the learning community.
- Learning goals and success criteria are co-constructed and clearly communicated
- Both learning outcomes and the learning process are assessed.
- Assessment design is both backward and forward looking.
- The assessment component in the school's curriculum can itself *be subdivided into three closely related areas*

Assessing

- how we discover what students have learned.
- Assessment in using representative examples of students' work or performance to provide information about student learning
- Collecting evidence of students' understanding and thinking.

Recording

- how we make note of our findings about what students have learned.
- Documenting learning processes of groups and individuals
- Engaging students in reflecting on their learning.
- Students assessing work produced by themselves and by others.
- Developing clear rubrics.
- Identifying exemplar student work.
- Keeping records of test/task results.

Reporting

how we pass that information on to parents, administration and other parties directly involved in students' learning.

Characteristics of effective assessment

Highly effective assessment shares some key characteristics (Adapted from Clarke 2012).

- **Authentic:** It supports making connections to the real world to promote student engagement.
- **Clear and specific:** This includes desired learning goals, success criteria and the process students use to learn.
- **Varied:** It uses a wider range of tools and strategies that are fit for purpose in order to build a well- rounded picture of student learning.
- **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others.
- **Collaborative:** It engages both teachers and students in the assessment development and evaluation process.
- **Interactive:** Assessment encompasses ongoing and iterative dialogues about learning.
- **Feedback to feed forward:** It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation.

The PYP approach to assessment gives the students a vital role in the assessment process and engages the teachers in considering assessment as fit for purpose. Effective PYP assessment practice holistically

integrates assessment for, of and as learning (Harlen, Johnson 2014) to support effective learning and teaching.

PYP assessment informs the learner, learning and teaching, and the learning community through the monitoring, documenting and measuring of learning.

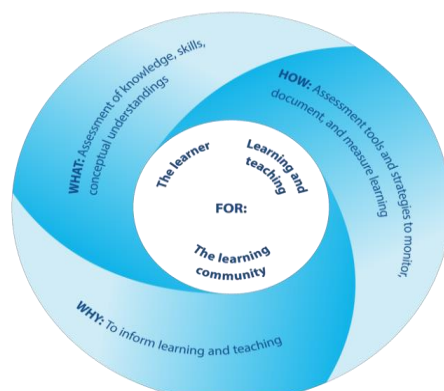


Figure AS1: Integrating assessment

Assessment is an integral part of the PYP / MYP curriculum

It is central to the PYP/ MYP goal of thoughtfully and effectively guiding students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, and the mastering of skills, the development of attitudes and the decision to take action.

Developing assessment capability to support learning

All members of the learning community develop assessment capability (Absolum et al. 2009) to make the “tacit knowledge that is ‘hidden’ within the learner transparent, explicit and available” (Clark 2012).

Members of the learning community are assessment capable when:

- everyone is aware of, and understands, why and what to assess
- everyone is aware of, and understands, what constitutes quality
- there is a shared understanding of how to assess and what data is being collected, analysed and reported.
- there is a shared language for talking about assessment
- the assessment process is collaborative and inclusive of all members (Hipkins 2009; Booth, Hill, Dixon 2014)

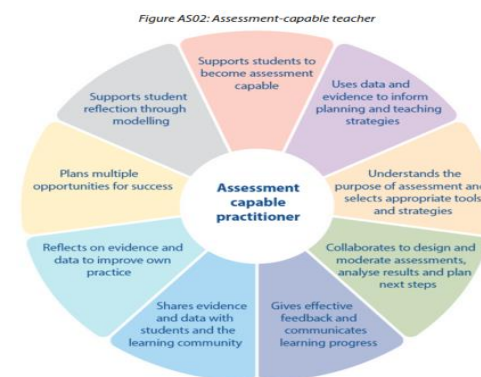
When members of the learning community have a shared understanding and language to monitor, document and measure learning, they can make powerful contributions to learning and teaching.

In an assessment-capable learning community, everyone has a clear understanding of the reasons for assessment, what is being assessed, the criteria for success, and the methods by which the assessment is

made. In so doing, the entire school community is involved in the inquiry regarding the efficacy of the programme implementation (Hipkins 2009). This could have a powerful effect on the development of knowledge, conceptual understandings and skills.

Teachers

An assessment-capable teacher is supported through professional development and a shared assessment culture. As indicated in figure AS02, teachers support students to become assessment capable in the following ways.



Inquiry

PYP and MYP assessment recognizes the importance of monitoring and documenting the process of inquiry. Through careful observation of the inquiry process, teachers monitor students' ability to make connections across subjects and to apply skills to construct new knowledge. When monitoring and documenting student learning, the teacher considers:

- the nature of students' inquiry over time—observing for depth and breadth
- students' awareness that authentic challenges require solutions based on the integration of knowledge that spans and connects different subjects
- how students demonstrate and develop subject knowledge
- how students apply their conceptual understandings to further their inquiries successfully
- how students demonstrate and develop the approaches to learning
- how students demonstrate both independence and an ability to learn collaboratively.

Conceptual understanding and approaches to learning

Monitoring, documenting and measuring conceptual understandings focus on how concepts are recalled, explained, applied and transferred through a range of learning experiences. Skills are monitored and documented for growth over time; they manifest at different points in time and in different ways, are closely interconnected and are open to interpretation. It is, therefore, important that teachers allow for flexibility to monitor and document conceptual understandings over time.

Progress in conceptual understandings is evident when:

- the use of abstract concepts increases
- connections are made between multiple concepts to explore the central idea
- understandings are transferred to more complex contexts
- actions are informed and taken based on existing and new understandings of the central idea. Students increase their depth of understanding through adding to, expanding on, testing and adjusting their ideas.

Strategies to support conceptual understandings include the following

- Increase **wait time** strategy for students to answer questions so they can move beyond factual understanding to make connections and discuss deeper understandings*.
- Encourage students to use and add to **concept maps** to show connections and relationships between concepts.
- Use **exit cards** strategy for students to list their understandings of the concepts and questions they may still have.
- Use **the bus stop** strategy to post concepts around the learning space. Students individually or collaboratively record, challenge, expand or add their ideas using symbols or words as they move around the “bus stops”.
- Provide opportunities for students to **think in pairs or small groups** to encourage deeper discussions.
- Ask **open-ended questions**: For example, “What do you think?”, “How could you change the issue?”, “What other alternatives are there?”. *(Sackstein 2016)

Supporting self-regulated learning

Assessment is a powerful tool to support lifelong learning. Whenever and wherever possible, teachers provide opportunities for students to practice self-assessing and self-monitoring so they can internalize their own learning and develop strategies to adjust their learning. To develop students' assessment capability, teachers:

- are mindful of the well-being of students to ensure self-assessment promotes a positive sense of agency and self-efficacy
- provide timely, specific and well-considered feedback that students can act upon
- provide students with opportunities to experience success
- challenge students to take risks to extend their learning
- challenge students when there are misconceptions or misunderstandings so they can self-correct

- support students in viewing mistakes as learning opportunities. Students and teachers are actively engaged in assessing students' progress as part of the development of knowledge, conceptual understandings and skills. Recognizing that self-regulated learning is not a fixed personality trait (Clark 2012) and that students learn in diverse, complicated and sophisticated ways, teachers call on a variety of strategies and tools to support assessment of students' work. Teachers:

- provide multiple opportunities and contexts for students to practice their skills
- clearly define and communicate learning goals and success criteria with students and parents
- design guided and open-ended learning experiences that allow for a range of opportunities to demonstrate skills in different contexts
- collect and use observable learning evidence that can be seen, heard or touched
- identify where and when students are most ready to learn and be challenged.

How to assess

Assessment provides evidence to inform learning and teaching. Both students and teachers are continually asking themselves the questions “Am I making progress? How do I know?” They gather evidence of learning to answer these questions. PYP / MYP assessment has four dimensions: monitoring, documenting, measuring and reporting on learning. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching. Although the four dimensions of assessment are not weighted the same; each dimension has its own importance and value. The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner.

Monitoring learning: Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria.

Documenting learning: The documenting of learning is the compilation of the evidence of learning. Documentation can be physical or digital, and can be displayed or recorded in a variety of media forms. Documentation of learning is shared with others to make learning visible and apparent. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria. Students and teachers can document learning goals, questions, reflections and evidence of learning using a variety of formats.

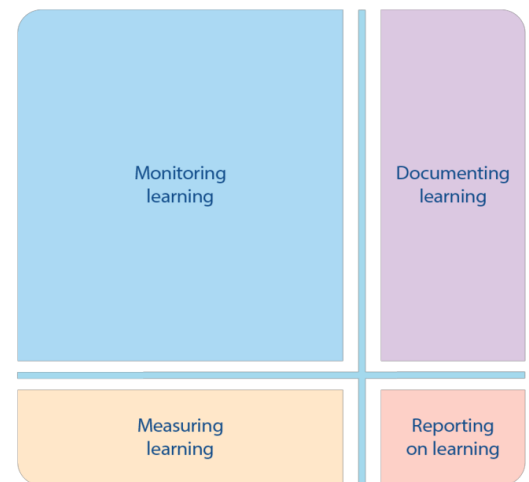


Figure AS03: Assessment to inform learning and teaching

- **Learning logs or journals:** These are used to record feedback and reflections of ongoing learning.
- **Learning stories:** Narratives that document an instance when the learner shows knowledge, conceptual understandings or skills
- **Portfolios:** A collection of artifacts that can also contribute to reporting. Documentation tools could include exemplars, checklists, rubrics, anecdotal records, portfolios.

Measuring learning: The measuring of learning aims to capture what a student has learned at a particular “point in time”. Not all learning can be, or needs to be, measured. Measurement tools can be school-designed or commercial, but each measurement tool used provides further data to support a larger picture of student achievement and progress in learning.

Analysing learning : Teachers use multiple data points to evaluate student progress. The aim is to organize, aggregate and disaggregate data to derive information to support evidence-based decision-making. The PYP supports collaborative analysis of data undertaken for individual learners, student cohorts and across the school to identify patterns and trends in student learning. The outcome of this analysis informs and guides decisions about learning and teaching. Teachers use a range of assessment tools and strategies to compile the most comprehensive picture of student progress and achievement over time. This includes the participation of the student within the process, which builds their assessment capability. Each tool and strategy chosen provides the learning community with accurate and accessible data on each student's learning.

Teacher moderation: It is necessary to have a shared understanding of what quality and success looks like for diverse learners before, during and after learning. Teacher moderation through professional discussions around student samples is an effective strategy. After any documenting and measuring of learning is complete, teachers collaboratively ask further questions

- Have the learning experiences provided ample information to allow an evaluation to be made about whether the purposes or learning goals have been met?
- What does a student's performance reveal about their level of understanding?
- Have any unexpected results occurred?
- How could the learning and teaching process be modified as a result of the assessment?
- Should any changes be made to the assessment design or procedure?

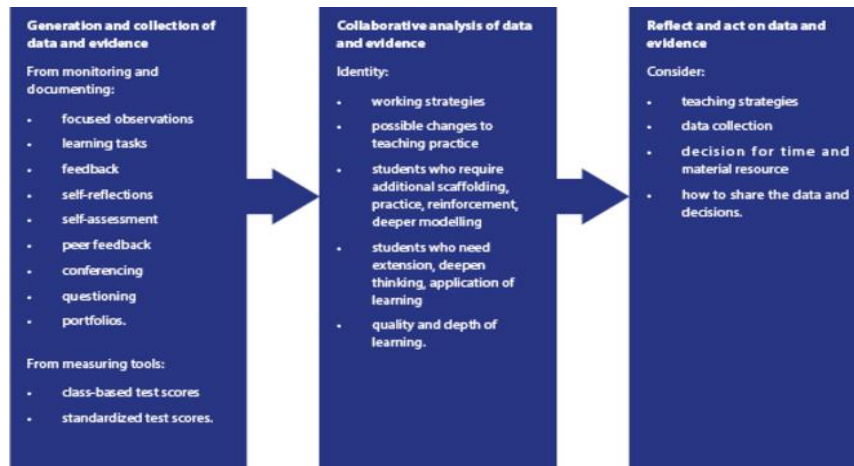


Figure AS04: Data-informed decision-making

Reporting learning

Reporting on learning informs the learning community and reflects the question “How well are we doing?” It describes the progress and achievement of the students’ learning, identifies areas for growth and contributes to the efficacy of the programme. Reporting is perhaps the most public aspect of assessment, and therefore needs careful consideration in order to provide clear information that is useful to students and parents. If a school awards and communicates grades or other indicators of achievement, it should ensure that these processes are open, transparent and understood by all stakeholders. No specific formats are preferred by the IB for reporting.

The following ways have been used by schools offering the PYP that may be considered or adapted.

- Parent/teacher/student conferences (Al-Bassam Open House).
- Student-led conferences.
- Reports.
- PYP Exhibition.
- MYP Personal Project.

Learning progressions Self-audit framework for teachers:

Integrating assessment Assessments are designed to produce data and/or evidence of learning and teaching. This optional tool offers considerations, when designing assessment for knowledge, conceptual understandings and skills, both individually and with collaborative planning teams.

Figure AS05: Self-audit framework for teachers: Integrating assessment

	Conceptual understandings	Skills	Knowledge
Monitoring learning			
The monitoring of learning occurs daily through a variety of strategies: observing, questioning, reflecting, discussing, and learning with peers and teachers to form meaningful	What conceptual understandings am I planning for and monitoring? How will my students know the purpose of monitoring learning?	How am I modelling the skills I want my students to build? How am I monitoring the skills I want my students to build?	What relevant prior knowledge might my students already have? How do I plan to find out?

early

Students
acquire

milestones that are fundamental for future school success. This includes their cognitive ability to reflect on their knowledge, conceptual understandings and skills. A wide range of assessment strategies informs learning and teaching of young learners.

Early years teachers observe how students monitor and adjust their own behavior, especially at play, in order to:

- build a clear picture of the student and their interests
- identify what and how the student is thinking and learning
- assess the effectiveness of the learning environment on the student's learning
- plan learning engagements for individuals and small groups.

When observing, teachers also document what the students say and do. By listening carefully to the dialogue between students, teachers learn about their current interests, existing knowledge, level of involvement and social skills. Teachers share these observations with students and parents. Collaborating with colleagues, they analyze group interactions, discover strengths, identify learning goals and reflect on the effectiveness of teaching practices.

Giving and receiving feedback:

Feedback has been identified as one of the most effective teaching practices (Hattie, Timperley 2007) and should, therefore, form the core of assessment. Effective teacher feedback offers opportunities for reflection and action. It encourages learning adjustment, promotes continuous improvement and celebrates success. Effective feedback is timely, specific and well considered to provide students with opportunities to practice met cognitive skills (Booth, Hill, Dixon 2014).

It helps students develop strategies to self-adjust and has a powerful influence on engagement and self-efficacy towards learning.

Feedback on knowledge, conceptual understandings and approaches to learning supports students moving towards their desired learning goals. When giving feedback, teachers should therefore focus on: Feedback: How am I doing? Feedforward: Where to next? (Hattie and Timperley, 2007).



Types of assessment in BIS

Assessing learners:

in the early years
key learning

Assessment for learning is learner-centered, forward thinking and involves the entire learning community. It is a collaborative effort that starts with assessment of prior knowledge to determine what students already know and what they are able to do with further guidance (Griffin 2014). Using pre-assessment data, Assessment Further reading 80 Learning and teaching teachers design opportunities for students to test and revise their models, and support them in making connections between their previous and current perceptions. Assessment produces evidence of student learning. Continuously monitoring, documenting and measuring learning, and then analyzing assessment data, provides insights into students' understanding, knowledge, skills and dispositions. Assessment is a means for teachers to personalize learning and for students to self-adjust based on emerging data and feedback from teachers and peers

. **Assessment as learning** promotes learning by helping students to take responsibility, while developing enthusiasm and motivation for their learning. By encouraging students to actively design, manage and measure their own learning, they develop the skills to use assessments to self-assess, to reflect on and to make adjustments in future learning.

Assessment of learning is an integral part of learning. At appropriate points of the inquiry, it provides students with the opportunity to gauge their acquisition of knowledge, development of conceptual understandings and skills during the inquiry. These can be assessed through the following actions:

- Self- assessed in written reports.
- Observed and assessed by staff through the child's daily language and how it is infused throughout daily conversations and curriculum.
- Literature is chosen to reflect particular attributes, followed by students writing reflective pieces on characters embodying particular attributes and student self-reflections of these attributes.
- Teachers keeping formal assessments of attributes used by students and reported to parents by a formalized checklist followed by comments.
- Students reflecting upon attributes displayed by their peers.

Who is involved in assessment?

Everyone is concerned with assessment – **children, teachers, parents, administrators, and board members** – must have a clear understanding of the reasons for the assessment, what is being assessed, the criteria for success and the method by which the assessment is made. Both teachers and students should actively participate in the assessment process as a part of developing critical thinking and self-assessment. However, student self-assessment is a key component of the IB programmes. Teachers play a vital role in evaluating the effectiveness of the programme.

Diagnostic/Pre-Assessment

is used before teaching of the unit begins and helps both teachers and students establish their known knowledge base.

Formative Assessment:

Formative assessment provides information that is used in order to plan the next stage in learning. It is interwoven with learning, and helps teachers and students to find out what the students already know and can do. Formative assessment aims to promote learning by giving regular and frequent feedback. This helps learners to improve knowledge and understanding, to foster enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success.

- Teachers are the ones who responsible for organizing and administrating the assessment process with the help of PYP Coordinator. The PYP Coordinator monitors this process as a whole.
- Teachers use an assessment book to record all the grades whether those grades are comprehensive or analytic. However, the summative evaluations are recorded electronically in excel sheets.

- Teachers and IT department are the ones who have the authority to keep the records of the assessment process with them. Those records are only available for exploration by PYP Coordinator, teachers, parents, school administrator, and students.
 - Assessment practices are hold regularly at the end of each unit during the teachers' meeting.
- (*) **analytical scores** (separate scores for different aspects of the work)
- (*) **holistic scores** (single scores): they're just single grade.
- BIS is obligated to use specific formula and procedures during assessing specific materials like (Arabic, social studies and religious education), since those materials get supervised under Ministry of Education in Saudi Arabia.

During assessment, teachers will be to:

- use representative examples of students' work or performance to provide information about student learning.
- collect evidence of students' understanding and thinking.
- document learning processes of groups and individuals.
- engage students in reflecting on their learning.
- make students assessing work produced by themselves and by others.
- develop clear rubrics.
- identify exemplar student work.
- keep records of task results.

Summative Assessment in the PYP

Summative assessments are given at the end of a teaching unit or concept for the purpose of evaluating mastery. Teachers use a variety of assessment methods in order to assess the level of mastery in concepts, skills, attitudes and actions demonstrated by the student. Teachers assess the learner's profile as well.

At the end of the assessment, it's important to ask more questions about: the type of assessment, the presented information, the level of students' understanding, the areas of strength and areas that need improvement.

Effective assessments allow students to:

- Share their learning and understanding with others
- Demonstrate a range of knowledge, conceptual understanding and skills
- Use a variety of learning styles, multiple intelligences and abilities to express their understanding
- Know and understand in advance the criteria for producing a quality product or performance
- Participate in reflection, self- and peer-assessment
- Base their learning on real-life experiences that can lead to further inquiries
- Express different points of view and interpretations
- Analyze their learning and understand what needs to be improved.

Effective assessments allow teachers to:

- Inform every stage of the teaching and learning process
- Plan in response to student and teacher inquiries
- Develop criteria for producing a quality product or performance
- Gather evidence from which sound conclusions can be drawn
- Provide evidence that can be effectively reported and understood by the whole school community
- Collaboratively review and reflect on student performance and progress
- Take into account a variety of learning styles, multiple intelligences and abilities including different cultural contexts
- Use scoring that is both analytical (separate scores for different aspects of the work) and holistic (single scores).

Effective assessments allow parents to:

- See evidence of student learning and development
- Develop an understanding of the student's progress
- Provide opportunities to support and celebrate student learning.

Summative Assessment in the MYP

Each IB MYP subject-group has a set of four objectives developed by the IBO. These assessment criteria are used to assess the students' work accordingly. Students' achievement will be assessed depending on the explanation of each criterion. The grading process is based on the achievement levels attained for each criterion within numerical bands of 0-8. The achievement levels for the four criteria is based on the assessed summative work, and the teacher's professional judgment. After having worked out the achievement levels for each criterion, these are added up to determine a semester grade for each subject. BIS uses the IB MYP 1-7 grade scale to determine the semester grades in each year of the MYP. Passing mark is grade 4 and above.

- Teachers use the IB MYP criterion and rubrics for their specific subjects to assess summative work.
- Subject groups must address all strands of all four assessment criteria at least twice in each year of the MYP.
- In the MYP, subject group objectives correspond to assessment criteria. Each criterion has nine possible levels of achievement.

1 - 2	3-4	5-6	7-8
Limited	Adequate	Substantial	Excellent

Number Scale	Percentage Equivalent
8	95 – 100
7	90 – 94
6	85 – 89
5	80 – 84
4	70 – 79
3	60 – 69
2	50 – 59
1	1– 50
0	0

Each band has its own unique descriptor that teachers use to make judgments about students' progress and achievement.

Final subject scores are recorded into an overall MYP level from 1-7. (Add each criterion average, divide)

Assessment in the Middle Years Programme

Assessment in the MYP is the systematic collection of information about student’s learning and the use of information creates a continuing cycle of improved teaching and learning. The primary goals as stated in “MYP:

From Principles into Practice” (79). The MYP assessments at BIS are to :

At BIS MYP assessment is integral to all teaching and learning supporting student performance. As required by MYP guidelines teachers assess using the given subject-group objectives and assessment criteria for each subject group in each year of the programme and provide students with opportunities to achieve at the highest level developing rigorous tasks that embrace a variety of assessment strategies.

- 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 real-world 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.

The summative assessment is measuring the connection between the SOI and the conceptual understanding of key and related concepts and also moves the student towards taking actions.

Samples of Summative Assessment in MYP

IB MYP criteria-based rubrics

c. End of Year Exams (EOY)

d. Projects

e. Interdisciplinary units

MYP Assessment Criteria and Achievement Levels

-In the MYP, teachers address objectives (through classroom teaching and learning—the taught curriculum) and assess criteria (through formative and summative assessment tasks—the assessed curriculum).

Subject groups must assess all strands of all four assessment criteria at least twice in each year of the MYP.

IBO provides the required assessment criteria for years 1, 3 and 5 of the MYP. At BIS, 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 at the start of the unit), ensuring that assessment is transparent.

MYP Semester Grade Boundaries:

The final MYP grade for all subjects can be calculated from the scores in the individual subjects. Each subject has its own table of Grade Boundaries, showing how the level obtained (using all subject criteria A, B, C, and D) can be converted into an overall MYP level from 1 to 7.

Table 2. The MYP assessment criteria across subject groups

	A	B	C	D
Language and literature	Analyzing	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	Knowing and	Planning for	Applying and	Reflecting and

health education	understanding	performance	performing	improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
MYP Project *	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting

All MYP subject groups have four assessment criteria that are equally weighted.

Missing Work

BIS strives to provide grades that only describe a student's ability in the subjects as described by the grading criteria of the IBO MYP assessment procedures. However, we also recognize the need to ensure each student's development of the **IBO Approaches to Learning** skills, and of the IB Learner Profile attributes. Therefore, while we believe in providing ample opportunity to submit work with individual guidance, we also recognize the need to provide consequences and report the absence of work when students do not take corrective action within reasonable time parameters. "Students who miss school, for any reason, are expected to make up for all missed work and tests upon their return. The student will be

required to complete any work or tests no later than 2 weeks from the date of the student's return to school." (Student-Parent handbook).

Below is the general process available to teachers at the end of grading periods where students have not submitted significant amounts of work, or heavily weighted assessments like projects, papers or exams:

-Teacher uses a 0 as a placeholder, pending submission of student work. If a student submits the work within established time boundaries for the grading period, that assignment loses the deadline marks; it is then assessed according to its academic standards, so the grade is changed.

-In case of not submitting at all, the final selection is at the discretion of the individual teacher with consultation with the principal and the MYP coordinator.

Description of Subject Criteria:

The MYP assessment model is criterion-related in order to maintain the rigor for which the IB is renowned. Teachers are responsible for structuring varied and valid assessment tasks, based on the assessment criteria defined by the IB, that will allow students to demonstrate achievement according to the required objectives within each subject group.

-www.ibo.org

	A	B	C	D
Language and Literature	Analyzing	Organizing	Producing Text	Using Language

	A	B	C	D
Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual text.	Communicating	Using Language

	A	B	C	D
Individual and Societies	Knowing and Understanding	Investigating	Communicating	Thinking Critically

	A	B	C	D
Sciences	Knowing and Understanding	Inquiring and Designing	Processing and Evaluating	Reflecting on the impacts of science.

	A	B	C	D
Mathematics	Knowing and Understanding	Investigating Patterns	Communicating	Applying Math – Real World

	A	B	C	D
Arts	Knowing and Understanding	Developing Skills	Thinking Creatively	Responding

	A	B	C	D
Physical and Health Education	Knowing and Understanding	Planning for performance	Applying and performing	Reflecting and improving performance

	A	B	C	D
Design	Inquiring and analyzing	Developing Ideas	Creating the solution.	Evaluating

	A	B	C	D
MYP Projects	Investigating	Planning	Taking Action	Reflecting

	A	B	C	D
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting

MYP Grades and Grade Descriptors

BIS operates on a rule of “no surprises”. Teachers must inform parents, MYP Principal Coordinator and Advisory teacher when students’ marks are less than grade 4 at any time during the semester.

4. To determine the semester grade, teachers add together the achievement levels (0-8) for all four criteria for all summative tasks. BIS uses the MYP grade boundary guidelines to determine the semester/final grade on a scale of 1-7 in each year of the MYP. **Passing mark is grade 4 and**

above as set by the IBO. Table 3. gives the achievement level totals converted into a grade on a scale of

5. 1–7 with grade descriptors.

6.

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.

7. Type of formative Assessment in MYP: Assessment for Learning

Formative assessment provides information that is used in order to plan the next stage in learning. It is interwoven with learning, and helps teachers and students to find out what the students already know and can do. Formative assessment

Some passages of the assessment policy are taken from: Teaching and learning: A curriculum framework for international education © IBO 2018

BIS Assessment Policy updated Feb2023

Process Owner: Programm Coordinators

aims to promote learning by giving regular and frequent feedback. This helps learners to improve knowledge and understanding, to foster enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success.

**8. The purpose of formative assessment is to guide instruction.
Assessment occurs throughout the teaching/learning process.
Assessment should be from pre-assessment to post-assessment.**

0 – No Evidence

1 – Limited understanding, introduced.

2 – Basic understanding, developing.

3 – Achieved and with proficient understanding.

4 – Understanding with critical thinking, master.

	Expectations	Proficiency	Understanding
4	Exceeds	Highly Proficient	Exemplary
3	Meets	Proficient	Proficient
2	Approaches/Partially Meets	Limited Proficiency	Basic
1	Needs more support and practice	Needs more support and practice	Needs more support and practice
0	No evidence of attempt to meet	No evidence to be able to determine	No evidence to be able to determine

Regular and frequent feedback to the learner increases student understanding and success.

Formative assessments can be formal or informal in nature.

C – Conference

(Advice, Reflect, Assess, Evaluate)

NS – Next Step

(Clarity, Direction, Connection,)

-Student self- and peer-assessments are also used to give students an active role in their learning and to increase their success.

Formative assessments and levels are available and visible to students and their families. Used during parent-teacher conferences

Recording

Assessment Strategies

Assessment strategies are the methods of assessment being used for all pre-assessment, formative and summative assessments. “They cover a broad range of approaches from more subjective and intuitive to more objective and scientific ones. It is essential that they be seen as a package since they have been selected in order to provide a range of approaches and therefore provide a balanced view of the child.” (Making the PYP Happen, 2010)

- **Observations** are a means of keeping track of students’ behaviors as they engage in authentic tasks in a variety of contexts. Teachers should look for patterns in performance and be willing to change their planning as more data is collected. □
- **Performance assessments** are goal-directed tasks based on authentic challenges/problems. They require students to integrate a variety of skills and allow for individual learning styles. □
- **Process-focused assessments:** Students are observed often and regularly, and the observations are recorded by noting the typical as well as non-typical behaviors, collecting multiple observations to enhance reliability, and synthesizing evidence from different contexts to increase validity.
- **Selected responses:** single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.
- **Open-ended tasks** are situations in which children are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution.
- **Portfolios:** purposeful collections of student’s work that reflect their efforts, achievements, and progress in learning. They are designed to demonstrate success, growth, creative thinking and reflection. A portfolio should be thought of as an exhibition of an active mind at work.

Assessment Tools

Assessment tools provide both a record of assessment criteria and the child’s performance in relation to them.

- **Rubrics** are established sets of criteria used for scoring or rating performances. The criteria should be clear to both students and assessors before the task is performed to help focus on the important elements. The descriptors tell both the child and the assessor what characteristics or signs to look for in the work and how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers.
- **Exemplars** are samples of children’s work that serve as concrete standards against which other samples are judged. Benchmarks/exemplars can be used in conjunction with rubrics.
- **Checklists** are lists of information, data, attributes or elements that should be present.
- **Anecdotal records** are brief records based on observations of children. These records need to be systematically compiled and organized. The system of record keeping used should minimize teacher-writing time.
- **Continuums** are visual representations of developmental stages of learning. They show a progression of achievement or identity where a student is in the process.

Things to be considered when assessing the Portfolios:

- the criteria for selecting pieces of work
- who will select the pieces of work?
- what will accompany the selected pieces of work (for example, self-assessment, reflections, assessment tools, teacher comments)
- how to establish what is to be included and what will be removed
- when and how portfolios are to be used (for reporting purposes, student-led conferences, parent– teacher interviews, report writing)
- the format the portfolios will take (for example, electronic, binder, folder)
- where the portfolios will be housed
- who has access to the portfolios
- who the portfolio ultimately belongs to
- how the portfolios will move with the students.

FEEDBACK and Reporting

Reporting on assessment is about communicating what students know, understand and can do. It describes the progress of the students' learning, identifies areas for growth, and contributes to the efficacy of the programme.

Effective reporting should:

- involve parents, students and teachers as partners
- reflect what the school community values
- be comprehensive, honest, fair and credible
- be clear and understandable to all parties
- allow teachers to incorporate what they learn during the reporting process into their future teaching and assessment practice.

The following points may prove useful in formulating a reporting system.

- The learner profile is addressed.
- The transdisciplinary units and the subject-specific teaching are included.
- All teachers involved in the student's progress have an opportunity to comment.
- All the essential elements of the programme are included.

Examples of schools' report card templates can be found on the OCC.

No.	Report Type	Time Frame	Notes
1	End of UOI report	Twice in each semester	Two reports
2	End of Semester Report	At the end of each semester	Two reports a year
3	Promotion report	At the end of the scholastic year	

The PYP Exhibition

At BIS students in Grade 5 demonstrate their understanding of the program through engagement in the Exhibition. The Exhibition represents the culmination of who our students are as learners and demonstrates what they achieved in all areas of the PYP. The 5th graders explore local and global issues as well as learn to make connections and dig deeper. Students work together to conduct an in-depth inquiry where they identify, investigate and find solutions to real-world problems. The Exhibition is shared with the BIS community.

It is a transdisciplinary inquiry conducted in the spirit of personal and shared responsibility, as well as a summative assessment activity that is a celebration as students move from the PYP into the middle years of schooling.

The PYP exhibition has a number of key purposes including the following.

- For students to engage in an in-depth, collaborative inquiry
- To provide students with an opportunity to demonstrate independence and responsibility for their own learning.
- To provide students with an opportunity to explore multiple perspectives
- For students to synthesize and apply their learning of previous years, and to reflect on their journey through the PYP
- To provide an authentic process for assessing student understanding
- To demonstrate how students can take action as a result of their learning
- To unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP.
- To celebrate the transition of learners from primary to middle/secondary education.

Personal project

Currently, BIS is working towards the implementation of the MYP personal project for MYP4. In the year of the MYP year 4, each student will be expected to complete a personal project. The personal project is a significant piece of work that is the product of the student's own initiative and creativity and reflects the learning and development of that student during their MYP experience.

The personal project may take on many different forms. Students are expected to choose their project with the guidance and supervision of a teacher or mentor in the school. BIS has assigned a personal project coordinator to those students moving forward to year 5 to help facilitate this process.

External moderation of the personal project is mandatory. Prior to the external moderation, as required by the IBO "School will ensure that the projects are assessed and internally standardized by the supervisors in the school according to the criteria stated in Projects guide" (MYP Projects guide 10), each project goes through the following internal standardization procedures:

- 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)

MYP Community Projects

At BIS, the MYP is encouraging students to complete a community project starting from MYP 3. IB schools We are expecting to offer and have students complete the personal project at MYP4.

BIS recognizes that action and service are integral pieces in helping student become inquiring, knowledgeable, and caring young people who aspire to become active, compassionate, and life-long learners to help create a more peaceful world. BIS students have a high commitment to service and truly want to make a positive difference in the community and the environment.

The community project focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. The community project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning.

Special cases

Students with Individualized Educational Programs (IEP- Action Plan) will be assessed according to the IEP. (Inclusion Policy) If a student is absent and misses a test or assignment, the student has the right to make up the missed work. Students with absences due to skipping school (truancy) or out-of-school suspensions will be allowed to make up missed work for credit with a penalty of up to 10% with principal advice.

Failures and probation

Students may not be given a failing grade on a report card unless the parent has received a documented notice indicating that that student is failing. Parents of students experiencing any difficulties MUST be informed of these challenges. Students will be provided with support as defined in the Language Policy and Inclusion Policy. A Middle School student who receives two or more unsatisfactory grades (below a C-), or one failing

grade (F) will be put on academic probation. Students on probation might be limited in their co-curricular participation until academic performance is at the C or better level, as per the principal's discretion.

References:

- 1-Teaching and Learning (2018)
- 1- Make the PYP Happen (2009)
- 2- The assessment system of the Ministry of Education
- 3- Al-Bassam Assessment standard