



PREMJERS
international school

ASSESSMENT POLICY

Middle Years Programme (IB MYP)

Approved
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INTERNATIONAL SCHOOL PREMJERS

MISSION, VISION, AND CORE VALUES

MISSION STATEMENT

At International School Premjers we are committed to providing a comprehensive and rigorous education that nurtures inquiring, knowledgeable, and compassionate young people.

Our mission is to help our students grow into lifelong learners who embrace intercultural understanding, reflect on themselves, and strive to create a more just and inclusive world.

Through academic excellence and personal development, we empower them to overcome challenges, respect diverse perspectives, and actively contribute to a humane and equitable global community.

VISION

We are able to contribute to the diversity and peace in the world as responsible global citizens equipped with good knowledge, showing care and compassion, promoting innovative ideas and committed to make a difference.

CORE VALUES

To envision and to accomplish the mission of our school, we have our core values: open-mindedness, collaboration, respect, taking action and appreciation.

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.

PHILOSOPHY OF ASSESSMENT

Assessment is an integral part of the learning process. It facilitates the evaluation, adjustment and direction of curriculum planning and delivery. Assessment shows progression and enables students, teachers and parents to monitor the effectiveness of teaching and learning.

At International School Premjers assessment is a practice that drives instruction and is to improve and support student performance. It supports setting personal targets and helps each student reach their own full potential. Assessment informs curriculum planning by establishing the effective teaching practices based on the needs of the students.

Assessment is ongoing (formative and summative) and provides timely feedback to students on their performance, which is central to the assessment process. School strives to develop assessment tasks that are authentic, specific, criterion-related and have real-world applications, wherever possible. Criteria for assessment is shared with the students prior to assessment.

As required by MYP guidelines teachers assess using the prescribed 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.

International School Premjers assessment policy is derived from the IBO assessment philosophy and principles, and aligns with the IB MYP requirements for assessment.

AIMS OF THE MYP ASSESSMENT

Assessment is a process of systematic collecting and analyzing information about student learning with the purpose to create a continuing cycle of improved teaching and learning.

The primary goals of assessment at International School Premjers are:

- provide feedback on the learning process to support student learning
- identify areas of strengths and areas to be further developed
- provide reflection for future planning and instruction to improve the teaching process and the curriculum
- encourage student learning based on self-assessment and peer assessment with the support of the teacher
- promote positive attitudes towards and enjoyment of learning
- support students in their inquiries set in real world contexts and promote understanding of the subject content
- reflect the international-mindedness of the programme through assessments set in various cultural and linguistic contexts
- create shared academic understanding in departments
- monitor and report students' level of performance to parents providing structured, focused and relevant feedback

FORMATIVE AND SUMMATIVE ASSESSMENT

Consistent with the IB expectations, the MYP assessment encourages teachers to monitor students' developing understanding and abilities throughout the programme.

FORMATIVE ASSESSMENT

According to the glossary of the MYP terms (MYP: From Principles into Practice, page 125):

Formative assessment – Ongoing assessment aimed at providing information to guide teaching and improve student performance.

Formative assessment is assessment for learning, and is ongoing throughout the teaching and learning process. It provides information that is used in order to plan the next stage in learning. It ensures that all students are learning in a way to achieve success. It supports and encourages effective teaching and learning facilitating realistic target setting in order to meet the needs of students at particular stages of development. Formative assessment and teaching are directly linked and function purposefully together to direct and shape curriculum planning.

Formative assessment aims to promote learning by giving regular feedback throughout the learning process. Students are provided with feedback from teachers (oral and/or written), their peers, and are involved in self-assessment to reflect on their progress. This process helps learners to improve knowledge and understanding, to foster self-motivation and enthusiasm for learning, to engage in thoughtful reflection and to develop capacity for self-assessment.

Formative assessment involves teachers in

- collecting evidence of students' understanding and thinking
- using samples of students' work or performance to provide information about student learning
- documenting learning processes of groups and individuals
- keeping qualitative as well as quantitative records of test / task results.

Records of assessment for each student will be maintained for the benefit of students, teachers, parents and other stakeholders, as required.

Methods and strategies of formative assessment include but are not limited to:

- observations
- dynamic interaction
- questioning

- exercises and compositions
- selected responses
- open-ended tasks
- entries in students' portfolios
- role plays
- questionnaires
- performances
- projects
- presentations
- debates
- quizzes
- experiments
- tests / curriculum-referenced tests

SUMMATIVE ASSESSMENT

According to the glossary of the MYP terms (MYP: From Principles into Practice, page 133):

Summative assessment - Assessment aimed at determining the competency or level of achievement of a student generally at the end of a course of study or a unit of work.

Internal (school-based) summative assessment is part of every MYP unit, is undertaken at the end of the unit and aims to measure students' understanding of central significant ideas of each unit of inquiry in authentic contexts.

Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject specific assessment criteria.

Each IB MYP subject group has a set of four objectives developed by the IBO that correspond to the assessment criteria against which the students' work will be assessed.

Assessments are measured by criterion-related descriptors and are found in the MYP subject group guides.

The descriptors are modified with task-specific clarifications by teachers who generate authentic assessment tasks. Assessment criteria will be explained to and understood by students prior to learning.

The school expects level descriptors with task-specific clarifications for summative assessment tasks to be distributed at least one week in advance of student deadlines.

Methods and strategies of summative assessment include but are not limited to:

- formal essays

- academic investigations
- scientific experiments
- presentations
- projects
- speeches
- performances
- problem-solving
- designing
- planning
- debates
- journals

CONCLUSION: FORMATIVE AND SUMMATIVE ASSESSMENT

The key distinction between formative and summative assessment is how the results are applied. Formative assessment outcomes give guidance during a learning process while outcomes of the summative assessment give an evaluation at the end of it. Formative assessment helps students meet the established criteria for the summative task. Only summative assessment achievement levels count towards the semester grade. However, formative assessment results may be considered as they provide evidence of student learning and can inform the teachers when making a final judgment and using the 'best-fit' approach.

Grading is based on the achievement levels attained for each criterion within numerical bands of 0-8. The achievement levels for the four criteria are 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. The final grade is issued at the end of the school year. Final grade consists of 1st and 2nd semester summative assessment grades.

International School Premjers undertakes to provide regular and constructive assessment in an environment which is dedicated to being positive and supportive rather than negative and destructive. To be effective, both formative and summative assessment must contribute positively to learning.

MYP FORMATIVE AND SUMMATIVE ASSESSMENT RETAKE OPTIONS

FORMATIVE ASSESSMENT

There are no retakes for formative assessments.

SUMMATIVE ASSESSMENT

A retake is only granted to those students who have **submitted all homework** up to the date of the summative assessment in a particular subject.

If a mark received is 1 or 2, students are allowed to retake a summative assessment **within two weeks** from the time of receiving the mark. If a student is willing to have a retake after two weeks, a special request must be submitted to the Head of School. A retake possibility will be evaluated and either granted or denied by the Head of School after consideration of the issue with the subject and homeroom teachers.

ASSESSMENT IN THE MYP

MYP ASSESSMENT CRITERIA

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**).

Assessment is guided by the eight subject group assessment criteria as defined by each subject group published guide.

In MYP subject groups' objectives align with four equally weighed assessment criteria.

IBO provides the mandated assessment criteria for years 1,3, and 5 of the MYP along with the following requirement:

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

Each subject group is assessed on the four criteria provided in the table below:

Table 1. The MYP assessment criteria across subject groups

	A	B	C	D
Language and literature	Analyzing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	and Inquiring and designing	Processing and evaluating	and Reflecting on the impacts of science

Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in
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				real-world contexts
Arts	Investigating	Developing	Creating / Performing	Evaluating
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 Project	Planning	Applying skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

ACHIEVEMENT LEVELS

Each criterion has eight possible levels of achievement: (0-8).

The levels of achievement are divided into four bands that describe the students' performance as given below:

0 – the student does not reach a standard described by any of the descriptors following;

1-2 – limited

3-4 – adequate

5-6 – substantial

7-8 – excellent.

Each band has its own unique descriptor. Teachers use the descriptors to make judgments about students' progress and achievement, which ensures that the students are not judged against the work of others but against the mandated criteria that are public, precise and known in advance. MYP assessment relies on teachers' professional judgment and using the 'best-fit' approach when determining the level of achievement.

The 'best-fit' approach reflects the criterion-based philosophy of MYP assessment which does not require students to meet every strand of a criterion in order to be awarded a specific achievement level or progress to the next level.

Level 0 is available for work that is not described by the band descriptor for levels 1 and 2. Level 0 should not be used for missing work. The students are required to complete the summative assessment task (or any missing part of it) no later than within two weeks from the due date of submission.

Students with Special Educational Needs (SEN) may require reasonable adjustments of assessment. A reasonable adjustment as an action taken to remove or decrease a disadvantage faced by students with

learning support requirements. A reasonable adjustment could be unique to a specific student and may include changes in the presentation of the test or method of response. Reasonable adjustments may involve changes to specific aspects or specific criteria, the overall learning outcomes remain the same.

Possible modifications to the curriculum are outlined in International School Premjers SEN-Inclusion policy.

MYP GRADES AND GRADE DESCRIPTORS

To determine the semester / final grade, teachers add together the achievement levels (0-8) for all four criteria for all summative tasks. The achievement level totals are then translated into a 1-7 grade scale. International School Premjers uses the MYP grade boundary guidelines to determine the semester / final grade on a scale 1-7 in each year of the MYP. Passing mark is grade 3 and above as set by the IBO. Table 2 below gives the achievement level totals converted into a grade on a scale of 1-7 with grade descriptors.

Table 2. MYP grades and grade descriptors

Grade	Boundary guidelines (achievement level totals)	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.

STANDARDIZATION OF ASSESSMENT

Teachers of all subject groups at International school Premjers are required to internally standardize the MYP assessments and final levels of achievement prior to awarding of the final MYP grades. Internal standardization takes place at regular intervals in order to increase the reliability of teachers' judgments and ensure ongoing consistency. The process of internal standardization involves teachers meeting to come to a common understanding of the assessment criteria and application of the levels of achievement. "Standardization across the school year promotes consistency and builds common understandings about student achievement with respect to MYP objectives." (MYP: From Principles into Practice 83)

Internal standardization at International School Premjers generally occurs within subject groups, which consist of 1-3 educators teaching at different year levels, with the MYP Programme coordinator being involved in the process as appropriate.

Internal standardization practices are as follows:

- Teachers are required to get acquainted with and analyze examples of assessed student work provided by My IB Programme Resource Centre in subject specific Teacher support materials. The provided examples give guidelines for good practice and must be taken into consideration.
- Teachers of all subject groups are encouraged to internally standardize year level summative assessment tasks within the subject group. The process involves peer review and recommendations of the Programme coordinator. The practice allows to measure the tasks' appropriateness, discuss alternative ways to assess students' knowledge and create assessments that accurately reflect students' levels of achievement against all prescribed subject criteria.
- The practice of internal standardization described above is applied when teachers work collaboratively on developing and creating interdisciplinary assessments. The teachers must ensure the common understanding of applied criteria for disciplinary grounding, synthesizing, communicating and reflecting in order to determine the students' achievement levels across disciplines.
- Prior to formally reporting the final level of achievement and awarding the final MYP grades teachers standardize internally. Having collected evidence of judgment based on a range of formative and summative assessments, teachers carefully consider the patterns in the data, the knowledge and skills consistently demonstrated by the student to determine the final levels of achievement.
- As required by the IBO, Personal projects in Year 5 of the programme will be assessed and internally standardized prior to external moderation according to the criteria stated in Projects guide. Each project goes through the following internal standardization procedures:

- Initial assessment by the project supervisor;
- Assessment by two arbitrarily assigned supervisors;
- Group discussion to reach an agreement upon the final level of achievement involving supervisors and Personal project coordinator;
- Standardized achievement level and grade with a comment issued to the MYP coordinator to enter into IBIS.

RECORDING AND REPORTING STUDENT ACHIEVEMENT

During all the years of the MYP, International School Premjers communicates student achievement in each subject group to parents at regular intervals through ManageBac Gradebook, MYP Portfolios, parent-teacher meetings and report cards.

ManageBAC

International School Premjers utilizes an integrated information system ManageBac for gathering and reporting assessment information. This system is a unique tool for recording and reporting student achievement and making it accessible to students, parents and teachers.

ManageBac is the primary data management system used at International School Premjers for all matters concerning planning and assessment. It provides the basic means through which staff record and communicate details of teaching and assessment to students and parents. It contains the documents relating to subject group taught and assessed curriculum including the Unit plans developed according the MYP Unit planning process as required by the IBO. Notice of homework and formative and summative assessment tasks is posted on ManageBac in a timely manner and is available for both students and parents in the Calendar section. A student's achievement levels for each assigned task become visible in ManageBac along with any comments posted by staff. In addition, ManageBac provides an opportunity to create, maintain and make available for parents' observation students' MYP Portfolios in all the subjects. The ManageBac information system generates International School Premjers MYP report cards that are specifically designed for the MYP programme and help promote an in-depth evaluation of students' learning.

MYP PORTFOLIOS

MYP portfolios are maintained throughout the year and provide collections of student' work designed to show success, growth, creativity and reflection. Teachers are responsible for monitoring the student portfolio content. Students' portfolios may contain students' work samples including summative assessment tasks, students' worksheets, pictures taken, files with video-recorded students' performances, Power-point presentations and other collected evidence of students' progress and development over time.

Both teachers and students are responsible for regular additions to and revision of the portfolio whatever

the format is: digital (on ManageBac), collection of works in A4 binder (usually kept in the classroom) or both. It is advisable for students at each year level to use the same format for their portfolios to give some consistency across year levels.

The work samples in the students' portfolios should be accompanied with student and teacher reflections and must include self- and teacher assessments, where applicable.

PARENT - TEACHER MEETINGS

International School Premjers has an open door policy, which ensures the opportunity for parent-teacher interviews to occur at any time during the academic year. The teacher, parent or school administration may initiate the interview and it may be arranged through homeroom teachers. Parents are invited to meet with subject teachers, come up with questions, ask for clarifications, discuss the students' levels of achievement and suggested actions for improvement.

PARENT - TEACHER MEETINGS ARE HELD TWO TIMES PER ACADEMIC YEAR

The first meeting is held at the beginning of the academic year, in September. The purpose of the meeting is to share initial classroom observations and to address goals and concerns for the upcoming academic year. The parents are provided with information regarding the curriculum, assessment requirements and timeliness, school's policies ensuring successful programme implementation.

The second meeting is held in the second semester, in April. The purpose of the meeting is to review the academic year highlighting the students' personal growth, challenges and achievements. The parents are guided through the contents of students' portfolios and discuss the students' progress, needs and the areas that can be improved by the end of the academic year before awarding the final grades.

REPORT CARDS: REPORTING FORMATS AND TIMELINE

International School Premjers uses report cards to report students' achievement levels and final grades at the end of each semester and the academic year.

Report cards are aimed at communicating overall results of the assessed work and the progress students have made towards the objectives of International School Premjers MYP curriculum. Report cards include both numerical and narrative elements. Individual teacher comments can be included in MYP Year 5 reports for all the subjects.

International School Premjers MYP report cards are generated twice a year, at the end of each semester,

according to the following reporting schedule:

1. December – First Term Progress Report
2. May – Final Report

Both First Term Progress Report and Second Term Progress Report convey the students' achievement levels for each assessment criterion for each subject and contain

- achievement levels (0-8) and
- semester grades (1-7).

The school ensures that subject groups assess all strands of all four assessment criteria at least once in each term in order to provide sufficient data on the assessed curriculum facilitating the awarding of the final semester grades.

Local equivalents of the final grades are generated automatically by ManageBac, which converts MYP final grades (1-7) into local final grades (1-10) using the scale collaboratively developed and approved by International School Premjers teaching faculty.

The table below shows MYP final grades and their local equivalents.

Table 3. Final grades

MYP final grade	7	6	5	4	3	2	1	Failing
Local equivalent	9-10	8	7	6	5	4	2-3	0-1

FINAL YEAR OF THE PROGRAMME:

MYP YEAR 5

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

Personal project

The personal project is a cumulative learning experience that enables all MYP students to demonstrate consolidation of their knowledge through an independent inquiry.

For schools with the fifth year of the MYP programme, moderation of the personal project is mandatory. The personal project is an integral part of the MYP certificate. If students do not participate in the full range of MYP eAssessments, they will receive IB MYP course results for their personal project. The procedures for internal standardization of personal project assessment at International School Premjers are provided in the current document, Chapter 7 “Standardization of Assessment”.

The official validation of personal project grades (1-7) is mandatory, and requires a process of external moderation of teachers’ internal assessment. Moderation offers students an external, international recognition of their achievement in the personal project that is supported by a reliable international standard of achievement.

OPTIONAL MYP eASSESSMENT

All students at International School Premjers are offered to get registered for optional MYP eAssessment by the IBO.

MYP eAssessment is an optional service for IB World Schools that results in IB- validated grades recorded as IB MYP course results, which can contribute to the award of the IB MYP certificate. On-screen examinations in five subject groups (language and literature, language acquisition, sciences, mathematics, individuals and societies) and interdisciplinary learning, and ePortfolios for three subject groups (physical and health education, arts and design) provide a balanced model of assessment for students seeking IB-validated grades. Official recognition of achievement in the MYP is only available for students who participate in and successfully complete the required eAssessments.

MYP AWARDS

MYP Certificate is the highest standard of achievement in the MYP and results in official recognition and IB-validated grades. The MYP certificate requires participation in the final year of the programme and successful results from eAssessments (on- screen examinations and ePortfolios) and the personal project. MYP Course Results is the primary MYP awards document. MYP course results report students' achievements in the programme showing 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 the notice on completion of the school's community service requirements.

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 validated by the IB and is issued by the school.

POLICY REVIEW

International School Premjers assessment policy has been developed collaboratively and will be reviewed bi-annually undergoing the process of collective consideration, adaptation and approval.

REFERENCES

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