



## QAIS Assessment Policy

### Our Mission

QAIS aims to inspire a lifelong love of learning through a holistic, child-centered, inquiry-based approach. By embracing each student's diverse needs, learning styles, and strengths, we strive to develop courageous global citizens who help to create a more peaceful world through community action, intercultural understanding, and respect for all life.

### Our Vision

To cultivate an inclusive and vibrant community that promotes knowledge, creativity, independent thinking and mutual respect in a nurturing and safe environment.

### Our Core Values

**Academic Excellence:** We embrace academic excellence, guiding our children's innate curiosity and encouraging joy in learning.

**Independence and Creativity:** We foster independent thinking and spark creativity, inspiring our children to become the leaders of tomorrow.

**Peace and Respect:** We instill respect for self, respect for one another and respect for our planet, enhancing prospects for peace.

**International Mindedness:** QAIS values International Mindedness by developing Multilingualism, Intercultural Understanding, and Global Engagement through all ten attributes of the IB Learner Profile. QAIS students are nurtured to become: Knowledgeable, Inquirers, Thinkers, Reflective, Courageous, Caring, Communicators, Principled, Balanced, Open-Minded.

**Child Protection:** QAIS aims to be a safe haven for children and is committed to developing and implementing a comprehensive set of policies and procedures that will insure protection of their physical and emotional well-being at all times while under our care.

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## Assessment Policy Overview

### QAIS Mission Statement

QAIS aims to inspire a lifelong love of learning through a holistic, child-centered, inquiry-based approach. By embracing each student's diverse needs, learning styles, and strengths, we strive to develop courageous global citizens who help to create a more peaceful world through community action, intercultural understanding, and respect for all life.

### QAIS Assessment Philosophy

At QAIS, our curriculum, driven by our school mission statement, the IB philosophy and current educational practices, clearly defines what we want our learners to know, understand, and do. Our curriculum defines what we want our students to achieve. Assessment, in turn, is the way of measuring whether we have achieved our curriculum aims.

At QAIS we believe that learning, teaching, and assessment are fundamentally interdependent. Assessment helps to improve student performance, develop critical and creative-thinking skills, and reflect the international-mindedness of our school by placing assessments in a variety of cultural and linguistic contexts, thereby support both the QAIS and IB Mission Statements.

This document should be used in conjunction with [PYP: Principles into Practice](#), [MYP: Principles into Practice](#), [DP Principles into Practice](#).

We recognize that students:

- learn in different ways and at different times
- have different cultural experiences, expectations, and needs
- perform differently according to the context of learning
- should learn to value self-assessment and peer-assessment as a natural part of the learning process
- need to know their achievements and areas for improvement in the learning process
- should receive feedback that is positive, helpful, and constructive

We believe that assessment:

- is focused on individual student's progress
- should have clear and specific learning goals and criteria for success e.g. tools and strategies use transparent criteria as required by the IB, and that assessment tasks and criteria are clearly explained to students
- should make use of a variety of tools and strategies that could provide a well-rounded picture of student learning
- should be reliable, fair, and differentiated according to the needs and developmental stages of students
- should be geared toward appraisal of a broad range of concepts, contexts, attitudes, knowledge, and skills appropriate to their development and needs
- provide data that can be analysed to inform learning and teaching
- should use common practices throughout each programme to ensure consistency, fairness, and transparency
- support students to become self-regulating and intrinsically motivated learners when they receive timely and actionable feedback on their learning and performance.

We assess to:

- support and encourage holistic student learning and positive attitudes to learning
- monitor student progress through our programme
- evaluate student learning
- measure student achievement and progress and the extent to which curriculum outcomes are achieved
- record student achievement
- report student progress coherently to the student, their parents and other teachers

- analyze data from the results of student assessment to inform curriculum and assessment review
- evaluate the written and taught curriculum using assessment data to ensure that the curriculum, teaching and learning are relevant to the aims of the learning programmes in the school

## Lower School Assessment

### 1. Introduction

The purpose of this section is to clarify the procedures and practices around assessment in QAIS lower school.

### 2. Purpose of assessment in lower school

The purpose of assessment in lower school is to inform learning and teaching through the gathering and analysis of data from students. The information derived from these data illustrates what students understand, know and can do in various areas of their learning.

### 3. Practices around the dimensions of assessment in lower school

In IB PYP, the four dimensions of assessment are:

- monitoring learning
- documenting learning
- measuring learning
- reporting learning

### 4. Monitoring learning in lower school

At QAIS, we monitor student progress against their learning goals, success criteria, and the curriculum standards.

This happens daily through:

- focused observation
- learning tasks (open-ended, written or oral assessments)
- feedback
- questioning and reflecting
- home learning / homework – must be meaningful and builds on student interest, their skills

### 5. Documenting learning in lower school

We document learning to provide evidence of learning as it relates to learning goals, success criteria, and the curriculum standards. These can be physical (e.g., in a binder) or digital (eg stored in the QAIS cloud).

Documenting student learning goals can include anecdotal records, portfolios, learning log, rubrics, checklists, running record, spelling inventory, self-reflection, peer-feedback, conferencing, and unit assessments.

Some of these assessment pieces are outlined in the [QAIS LS Documenting Learning](#).

## 6. Measuring learning in lower school

We measure learning regularly, meaning over established periods of time such as weekly, annually, semesterly, and per unit of work. QAIS uses internal assessment to monitor how well students are meeting learning goals or targets as they relate to the school's curriculum.

We use two kinds of measurement tools:

- Internal assessment – may be teacher-designed or commercially-bought; they are administered and analysed by teachers, and may be shared with students, parents, or other faculty and staff, for the purposes of evaluating student achievement over a given time or task (summative), or for providing feedback that supports student learning (formative).
- External assessment - these are used to norm QAIS students' achievements across time (longitudinally) and among representative sample of similar international schools. External assessments QAIS uses include Terra Nova and the International Schools Assessment (ISA).

Teachers will use multiple data points to assess student progress and performance.

At QAIS, we will aim to collaboratively analyse data taken by individual student, a class, and across grades to identify the following:

- patterns and trends in student learning
- teaching strategies that work
- teaching strategies that should be modified
- students who may need revision, scaffolding, practice, reinforcement
- students who may need additional support from support staff
- students who may need extension
- quality and depth of learning

## 7. Reporting learning in lower school

We report learning through the following:

- conferences with students
- conferences with parents
- report card
- student portfolio

## Upper School Assessment

### 1. Forms and types of assessment in the Upper School Programmes

At QAIS, all assessment is required to be:

- Meaningful and challenging for students
- Directly related to the objectives of the subject-group
- Criterion-related
- Placed in an authentic context
- Be both formative and summative, and that formative tasks assist students in developing knowledge, understandings, concepts and skills for summative assessment
- Useful and reported

#### 1.1 Indicators of Effective Assessment

In general, effective assessment at QAIS will:

- affirm student success and progress
- promote positive attitudes towards student learning
- promote student responsibility – working to deadlines, timely submission of work, and acting on feedback
- take into account a variety of learning styles
- be differentiated to account for the diverse backgrounds and needs of learners
- reflect the international-mindedness of the programme and avoid cultural bias
- make appropriate allowance for students working in their second language
- provide a wide variety of different assessment opportunities
- be relevant and motivating to students
- be both formative (to assist students in building knowledge and understanding, skills and attitudes) and summative (to assess students' acquired knowledge and understanding, skills and attitudes)
- be criterion-related (measurable against established objectives) rather than norm-referenced (measured against other students)
- be ongoing and reflective
- allow students to evaluate their progress and set targets for improvement
- be internally moderated to ensure consistency

Assessment at QAIS follows a growth model and teachers are well placed to support this assessment model as they know their students well and are best able to assist them in showing what they are capable of doing. To achieve this, we use different types and forms of assessment as explained below:

**Internal assessment** IB assessment at QAIS is internal when QAIS teachers design assessment tasks, strategies, and tools through discussion and collaboration with each other and with the students that they teach.

**External assessment** MYP eAssessment and the Diploma are both external assessments, or marked internally and moderated by the IB.

All QAIS students in MYP 5 are expected to complete the MYP Certificate. eAssessment provides IB-validated grades based on examinations and course work and are recognized by OFQUAL (UK) as being equivalent to the GCSE.

All students in DP 2 are expected to attempt the Diploma. The Diploma is an internationally recognized university/college entrance qualification.

If a student is unable to attempt the full eAssessment or Diploma, QAIS mandates that SA/CAS is part of their school programme.

Upper school also uses annual ISA testing in MYP 1-5 and annual Terra Nova testing in MYP 1-4. These are baseline tests that can also be used diagnostically.

**Formative assessment (also called assessment for learning)** This is to scaffold learning (for both students and teachers) and develop assessments that support the knowledge and understandings, skills, attitudes and concepts that will be evaluated in the summative assessment. Effective formative assessment allows teachers to work with students in supporting and improving student learning. By assessing students as they develop disciplinary and interdisciplinary understanding, teachers identify student-learning needs in order to better inform the learning process. Formative assessments must be planned from the start of a unit, although they may change as teachers engage with students to determine the next stages of learning.

Formative assessments should address a variety of assessment strategies including self-assessment, peer-assessment and teacher-assessment. Some assessments may include multiple forms of assessment. In addition, teachers should employ strategies such as observation of the class, groups or individuals from an objective or subjective angle; tests and quizzes which can provide relatively instant feedback; selected response tasks, open-ended challenges to allow students to demonstrate originality and creativity; reports or presentations; performances; process journals; reflections and portfolios. During formative assessments, teachers must take the time to assist students in reflecting on and understanding their development of the ATL skills that are being taught and developed in the unit of work.

**Summative assessment (also called assessment of learning)** Every MYP/DP unit has one or more summative assessments designed to provide an evaluation of student achievement using MYP/DP subject-group assessment criteria. Essentially, summative assessment tells us how well a student has met the learning objectives.

While in principle, all forms of assessment are formative in that they help inform a student about what they know or can do, and help them identify and work towards their next developmental step. Summative assessment is a snapshot of learning towards the end of a learning period in a work unit and contributes to the final achievement levels in each subject. **Therefore, all summative assessments must be criterion-related using the appropriate MYP/DP criteria.**

*At QAIS, it is not acceptable to use any form of bonus or penalty marks, conversions of other marking or assessment systems to boost scores or modify achievement grades in the MYP/DP.*

**Interdisciplinary assessment** This refers to assessments made in discrete subjects within subject-groups such as within science, mathematics or music. In the MYP, IDUs (Interdisciplinary Units) are assessed using interdisciplinary criteria (when an interdisciplinary unit of work has been created between different subject groups). Interdisciplinary units of work require that assessments take place using individual subject group criteria for each subject involved and the interdisciplinary criteria.

MYP teachers should expect and be prepared to participate in interdisciplinary units. Creating interdisciplinary units in the DP is highly encouraged.

**ManageBac**

To ensure common practices for using MYP/DP assessment criteria, determining achievement levels, recording and reporting MYP/DP assessment and the implementation and delivery of formative and summative assessment consistent with IB expectations, MYP and DP teachers are required to ensure that all attendance, formative and summative assessment tasks, unit planners, grading and semester and mid-semester reporting is recorded using ManageBac.

Summative assessment tasks must be placed or linked on ManageBac when the task is introduced to the students, or at least one week before the task is due, whichever is the longer. Preferably, all summative assessments should be available to students at the start of each unit.

Teachers are not required to put task specific criteria for summative assessments on ManageBac Tasks if the task specific criteria are uploaded to ManageBac in a linked or downloadable document or file.

Teachers are welcome to develop and maintain their own **additional** systems of recording and reporting.

## 2. Upper School Assessment tasks

Assessment tasks are strategies used to develop suitable and appropriate performances of understanding related to the subject objectives.

Assessment should be ongoing and should make use of a variety of tools, including but not limited to:

- Multiple choice tests
- Written examinations
- Essays
- Timed essays
- Verbal responses
- Presentations
- Project-style work including individual and group work projects
- Posters
- Experimental investigations
- Directed laboratory work
- Class discussions
- Group-work participation
- Debates
- Compositions
- Performances
- Peer assessment
- Self-assessment
- The creation of solutions to problems
- The creation of short films
- The creation of podcasts
- Reflective writing

### 2.1 Designing tasks

All summative assessment tasks, and many formative assessment tasks must assess and be specific to one or more subject–group (or interdisciplinary) objectives. The assessment must also use the appropriate assessment criteria for each subject group in each year of their respective programmes.



MYP 1,3 & 5 students must be assessed using the IB published rubrics for MYP 1,3 & 5 with students in MYP 2 and MYP 4 using interim rubrics. However, if students have been identified with “challenging learning support requirements” by learning support, special criteria may be developed to assess these students. In these cases, it may be that the student is not eligible for one or more IB validated grades at the end of their respective courses.

In all cases, the unit planner must be used to document how tasks using associated ATL skills have been developed to assist in student learning, and ultimately toward summative assessments.

When designing tasks, teachers should consider the distinction between activities or tasks and performances of understanding that are more effective in building deep understanding<sup>1</sup>. Often, the highest-level descriptors require the design of open-ended tasks so the student has to choose which techniques or skills to apply. The tasks should both address an objective and allow students access to all achievement levels (and while only very competent students may be able to access all levels, the task must also allow less competent students to access levels appropriate to their ability). The tasks themselves *should* provide evidence of authentic performance (application beyond the classroom).

Tasks in each unit of work are related to each other. They need to be structured into a scaffolded sequence of learning experiences which allow students to experience a variety of perspectives, use an appropriate range of experiences according to the needs of the subject and the nature of the knowledge, skills and understanding that need to be assessed. The completion of the task by students will also help to identify and specify what was taught and what was actually learned during a unit, and this, together with the process of designing tasks, will often contribute to the teacher reflections on the unit of work.

Teacher-developed, task-specific clarification, based on the published IB assessment criteria, is extremely valuable for students to gain greater clarity into assessment expectations. Task-specific can also be developed by students or together with teachers.

Task-specific clarification assists student learning by:

- providing clear guidance
- providing transparency to the process for students, their families and teachers
- providing clear, measurable evidence of learning
- linking generic descriptors and their command terms to task-specific goals

The task specific criteria developed may be as a result of one or more of the following:

- changing some wording to match the task content
- reflections from the same assessment from previous years
- an oral discussion of expectations with students and/or colleagues

Redrafting each level descriptor of rubrics used to increase specificity is time consuming for teachers but the value of investing this time ensures that the task:

- is an integral part of the learning process
- provides clear and measurable evidence of learning
- can deepen understanding of the learning process and goals
- supports learning by guiding instruction
- brings transparency to the processes of assessment for teachers, students and parents
- can be used again in subsequent years or modified as a unit changes over time

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<sup>1</sup> In the IB, the demonstration of understanding is based on the theory that understanding is not something that we intrinsically possess, but that it is something that is developed and demonstrated.

While learning in the Upper School, teachers must teach the ATL skills and command terms explicitly and must provide opportunities for students to regularly reflect on the development of their ATL skills.

## 2.2 Delivering tasks

Assessment tasks, whether formative or summative, must be transparent to the student. This means that task instructions (including process, criteria assessed and outcomes) must always be available in a written format together with the assessment criteria being used, and preferably at the start of the unit. Teachers must assist students in understanding what is required of them to fulfill the criteria for a particular piece of assessed work. Normally, this means that the task may need to be orally explained and discussed so that students have the opportunity for clarification before the task begins.

The command terms must also be modelled and explicitly taught. Command terms are essential in facilitating common understandings across the curriculum and in the upper school IB continuum. Command terms are integral to both assessment and all teaching and learning; they should be precisely and clearly used in teaching and in assessment. Teachers must understand the command terms and add appropriate definitions of the command terms used in every summative assessment.

In order to determine a final achievement level in the MYP, all strands in each subject-specific objective must be addressed at least twice in a year. This means that there must be an absolute minimum of one summative assessment, for each criterion, in each semester. However, at QAIS, teachers are expected to do more summative assessments than this bare minimum.

In the DP, there must be one or more summative assessments in each unit of work taught.

Please refer to the QAIS Secondary Academic Integrity Policy for details on distinguishing the exact contribution of each and every learner when collaborative work and processes have been undertaken.

## 2.3 Managing Assessment Tasks

### *Notification and Deadlines*

Students should be given appropriate notification of all assessments. While this will vary from task to task, in general the notification period for an in-class task (on demand assessment) should be at least one week, and the notification period for the deadline of a hand-in task should be at least two weeks.

When setting assessments for the MYP, teachers must consult the school calendar and the respective MYP calendar on ManageBac so as to choose submission dates that spread out the workload of students as much as possible. Collaborative planning in MYP grade level teams is essential to ensure that inappropriate demands are not made on students. Once set, teachers should avoid changing deadlines unless absolutely necessary and should consult with other teachers when doing so. Teachers should ensure that sufficient time will be available, either lesson time or out of lesson, for students to complete the task within the given timeframe.

When setting assessments for the DP, teachers must consult the school calendar as well as the QAIS Internal Assessment Calendar for the DP. Collaborative planning in DP grade level teams is essential to ensure that inappropriate demands are not made on students. Once set, teachers should avoid changing deadlines unless absolutely necessary and must consult with other teachers **and** the DP Coordinator if they wish to do so.

### *Instructions for Assessment Tasks*

For all assessment tasks, the following information should be given:

- Indication of task content and conceptual understanding required
- An exemplar of the length and quality of an assessment response that details some good practices
- Form of the task, e.g. examination, essay, report, digital presentation, podcast, sound file, etc.
- Criteria to be assessed
- An assessment rubric with task-specific clarifications as appropriate
- Duration of the task
- Milestones/drafts allowed for the task where appropriate
- Dates of marking drafts and final due date of the task
- The format in which the work needs to be submitted.<sup>2</sup>

Written instructions must be posted on ManageBac in addition to any other instructional formats.

For extended pieces of work, QAIS considers it good practice to set a timeline for milestones that need to be achieved, such as completing research, writing a plan, writing a full draft, etc. However, for summative assessment tasks (i.e. tasks that will be graded), it is important that the final work produced can be identified as solely that of the student.

In the MYP/DP, tasks that are submitted for external assessment have clear guidelines around the level of teacher support or feedback that can be provided. These guidelines must be strictly implemented.

### *Submission of Assessment Tasks*

It is an expectation of QAIS that all assessment tasks be handed in by all students on or before the agreed deadline.

Students must be advised and reminded to save their work and create at least one additional backup (e.g. USB Drive, external hard drive, Office365) as they progress through assessment tasks to prevent losing an entire piece of work at the last minute.

### *Extensions to Deadlines*

The following principles apply to students submitting work by deadlines:

- Class deadlines given by, or agreed with the teacher, must be on ManageBac.
- Students are expected to be proactive in notifying teachers, advisors, or the respective Coordinator, as soon as possible if they believe they have an unmanageable workload.
- Deadline extension requests should be made as early as possible by the student, and before the deadline, accompanied by a reason. Requests will not necessarily be granted.
- Sometimes, when constrained by the learning process involved, if assignments are not submitted on time, incomplete work will be assessed (such as drafts or partial products).
- Sometimes, because of reporting deadlines, late submissions cannot be accepted.
- IB externally moderated or assessed deadlines are non-negotiable.

The tardy submission of work by students should be recognized in the student's attitude grades and narratives (report comments) as appropriate.

<sup>2</sup> While most computer produced summative tasks should be submitted in Word or PDF to ManageBac (making them accessible to our integrated Turnitin) the nature of IB programmes allows for a multiplicity of formats which should be agreed by both student and teacher.

In Middle School (MYP 1 - MYP 3), the building of positive attitudes towards assessment for learning is of great priority. Teachers should feel free to use their discretion to provide additional time to submit work, especially if they feel students are working to their full capacity and the learning outcomes would be maximized by providing additional time. Teachers should feel free to exercise reasonable judgement when accepting late work, especially in cases where a student has demonstrated a high degree of commitment to the task, with demonstrable learning outcomes. If teachers are in any doubt of the value of allowing an extension, they should consult their Head of Department.

In the High School (MYP 4 – DP 2) where students are expected to have developed responsibility and self-management skills, extensions will normally only be granted for reasons such as illness or injury of a student or family member, or other difficult personal circumstances. However, extensions may also be extended for reasons of student well-being and nurturing, child protection or ILPs generated by the student counsellor.

Requests for extension should be made as far in advance as possible. Students should notify teachers via email and personal contact to request an extension. Teachers should keep a record for evidence.

Teachers must monitor student progress regularly and in cases where students are having difficulties in maintaining an adequate work flow, teachers must contact parents and give that extra support to students after the end of the student school day.

Specifically in the DP, students are expected to use the QAIS Internal Assessment Calendar to manage their time effectively and submit on but preferably before deadlines.

### 3. Marking and grade awarding in the IB Programmes

Feedback to students for both formative and summative assessments should be supportive and prompt (within 10 working days of work being submitted). It is important that feedback is specific and that students take responsible action based on that feedback.

When marking, teachers should look for evidence of what students know and understand. Valid but alternative answers to expected answers should be rewarded provided the answers are relevant to the question and coherent.

The marking of student work should clearly indicate what they have obtained credit for, and how this applies to the assessment criteria.

At QAIS, all IB achievement levels, IB final grades and QAIS attitude grades are criterion-related.

No work submitted will always result in an achievement level of n/a. The tardy submission of work by students should be recognized in the student's attitude grades and narratives (report comments) as appropriate. No work submitted will always result in an achievement level of n/a. Work submitted that does not reach the minimum criteria must be awarded a zero. In the latter two cases, this may mean that the student may not be awarded a semester grade in a subject which can have a detrimental impact on transcripts if students are transferring to another school or applying to tertiary education.

#### 3.1 Achievement level descriptors and achievement levels

Teachers have to make decisions using their experience, knowledge of the student and best judgment, along with the application of IB assessment criteria, to determine student achievement. Academic grades for semesters or the year are produced on the IB 1-7 scale where 1 is lowest and 7 is highest. (See appendices A and B for further descriptions.)

When marking internal QAIS assessments, MYP and DP teachers must consider:

- formative feedback from the teacher has given the student excessive support.

- *reasonable adjustments* (actions taken to remove or decrease a disadvantage faced by students with learning support requirements) have kept the overall learning outcome the same
- an individual's performance in group work has been documented thoroughly enough to accumulate evidence of achievement against the appropriate assessment .

### 3.2 Semester achievement grade judgments

In the MYP, providing that strands of all subject-specific criteria have been assessed, at the end of a semester a teacher needs to arrive at a judgment of student achievement by:

- Deciding on an overall achievement level for each of the four MYP subject objectives using the achievement levels from the summative assessment(s) and other learning experiences performed during the grading period. This will result in an achievement level for each of criterion A, B, C and D of 0 – 8. When doing this, attention must be applied to the most accurate demonstration of student performance, rather than a mechanical or uncritical averaging of achievement levels over the reporting period.
- Calculating a final criterion level's total from the sum of the individual achievement levels in each criterion (see Appendix A). This total will range from 0–32.
- Assigning a final grade by applying the grade boundaries table to the student's criterion level total.

Students, however, do not always perform consistently the same in any grading period for any one criterion. When deciding on a student's level, teachers should apply the following principles:

**Majority rules** - student level for a criterion should be awarded where the majority of descriptors correspond to the student's work.

**Best-fit** - If the descriptors include many strands of an objective, and student performance is at a high level on most of the strands but not all them, teachers should adopt a "best-fit" model. For example, if most strands were at the 5-6 level yet one was substantially lower, a teacher might decide to reduce the level of the achievement to a lower band.

If it seems that a piece of work falls between two level descriptors, the teacher needs to re-read the relevant descriptors and choose the descriptor which is the "best-fit" to the student's work.

**MYP modified achievement levels** - Where there have been other types of modifications to the MYP framework, for example to subject-group objectives/assessment criteria or assessment criteria descriptors for students with challenging learning support requirements, the process of marking and grade awarding follow the same principles outlined above, but will result in modified achievement levels. Recording and reporting of modified achievement in school reports will clearly indicate which modifications have been made. The IB will not validate grades or award the MYP certificate where achievement levels have been modified in this way. (Refer to the QAIS Inclusivity Policy.)

In the DP, each subject has components that need to be assessed in each semester. To help determine marks, the teacher must consider how far through the programme the student is, the level of difficulty of the assessment and relevant component grade boundaries from examiner's reports in order to guide their own marking using the IB 1-7 scale.

### 3.3 Attitude grades

QAIS awards letter grades (from A – E) for student preparedness, student activity and student cooperation. At QAIS we believe that these are essential student working skills, and positive

attitudes will be reflected in better student learning practices. These attitudes all promote better student self-management and directly relate to associated ATL skills.

QAIS attitude grades are criterion-related. When awarding attitude grades, teachers are expected to use evidence from their weekly performance data reports to award attitude grade with the same veracity as achievement grades.

### 3.4 Standardization

Heads of Department are responsible for ensuring that standardization takes place within subject groups.

Where more than one teacher is teaching the same course within a subject-group, the process of *internal* standardization of the common assessment task *must* take place before final achievement levels are awarded to any student.

Where teachers are the only teacher in a subject-group they must also perform standardization with other teachers both to familiarize themselves with the application of assessment criteria as well as experience the standardization process.

QAIS is also committed to standardize, where possible, with other teachers in IB World Schools. QAIS also encourages teachers to become IB examiners or to continue this practice if they are already.

The benefits of standardization are:

- improved common understandings of criteria and how achievement levels are applied
- the increased reliability of teacher judgments
- consistency of approach
- a deepening of common understandings about IB assessment between teachers

The internal standardization process at QAIS is to share the task information (including the rubric) and anonymous, unmarked copies of student work samples including at least one you have graded high, one middling and one low, with your subject-group colleagues. (The best samples are ones that the teacher providing the samples feels most comfortably represents the achievement level.)

Allow time to mark the samples and then meet to share and discuss commonalities and discrepancies in marking. Through discussion, the teachers should be able to come to a consensus on the final judgments for the student work. Standardization may lead to a re-evaluation of the levels awarded for student work.

## 4. Recording and using assessment data in the Upper School Programme

Recording assessment data is essential, as achievement and attitude grades should be evidence based and supported by written records. Records can be anecdotal, based on continuums of development, samples of student work, checklists of attributes, and so on. However, the records must include a clear and accurate record of all formative and summative assessment tasks.

There must be evidence of formative tasks and assessment preparing for summative assessment in a single grading period. Formative and summative assessment must also relate directly to the subject objectives.

Teachers should use the results of student assessment, solicited and unsolicited feedback from students, and their own observations to improve their curriculum and assessments. When this occurs, a comment should be made in any appropriate reflection section of the relevant unit planner.

It is the responsibility of the Coordinators together with the Upper School Principals to process and analyze report data and disseminate this to IB teachers and the Academic Leadership Team. The Coordinators should also initiate discussion, through Heads of Department in each subject-group about assessment data, and use assessment data both from individual reporting sessions and trends from a series of reporting sessions to monitor individual student progress, inform teaching and curriculum development.

## 5. Academic misconduct in the Programme

This section should be read in conjunction with the QAIS Academic Integrity Policy.

It is an expectation of QAIS that students will follow the principles of academic honesty, to the best of their ability, at all times. However, we recognize that many the skills required to follow these principles, for example citing sources and writing a bibliography, need to be explicitly taught.

For the submission of IB externally moderated assessment, students and teachers/supervisors are required to complete and attach an authenticity declaration that:

- the work they have completed is their own.
- they have not allowed other students to unduly copy their work.

Teachers have a responsibility to ensure that submitted work is the genuine work of the student. The authenticity declaration should be used to encourage students to take responsibility to correctly reference their work and to act with integrity with their own and others' work.<sup>3</sup>

The IB (2014) defines academic misconduct as any "behaviour that gives an unfair advantage to a student or that affects the results of another student (falsifying data, misconduct during an examination, creating spurious reflections). At QAIS, our primary aim is to encourage students to develop positive academic behaviour related to tasks and assessment, so that they receive feedback for their work, and not for the work of others. These behaviours, along with academic misconduct, and the consequences for academic misconduct is considered in depth in the QAIS Secondary Academic Integrity Policy (q.v). Of particular importance is guidance that helps to distinguish between genuine collaboration and collusion.

## 6. Reporting assessment data in the Upper School Programmes

Assessment data is confidential. Teachers should only inform students of their own assessment data (so it is completely inappropriate to call out grades in a class or pin up a list of grades). Parents should only ever be informed on their child's own assessment data, and not that of other children, or class averages or ranks. Processed data is only to be shared within QAIS and between academic professionals (the latter with the express permission of QAIS senior leadership).

QAIS reports formally and regularly to parents in two ways. The first is by the student during student-led conferences, and the second is by the teacher through semester reports and mid-semester progress reports.

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<sup>3</sup> For guidance in the handling of instances of academic dishonesty, refer to the QAIS Academic Integrity Policy.

We also report formally through comments for specific assignments through ManageBac and when necessary through *ad hoc* teacher-parent conferences, emails, WeChat, and telephone calls.

### 6.1 Semester and mid-semester reports

These are report cards in which all teachers contribute assessment data and a narrative describing successes and strategies for consolidation of learning or strategies for improvement.

Term report cards are generated end of each semester, and there are three-way conferences mid-semester and at the end of each semester. All written reports are done using ManageBac. The main differences between the two reports are:

Report	Audience	Essence	Achievement Grades	Achievement levels	Attitude Grades
Mid-semester	Parents	Formative	None	No	Yes. Evidence based using the assessment rubric.
Semester	Parents	Semester 1 Semester 2	IB 1-7 grades	For MYP	Yes. Evidence based using the assessment rubric.

### Communicating the Assessment Policy

- A. Digital copies to teachers with the option of them printing a hard copy
- B. Staff and student wikis
- C. ManageBac
- D. School's web site (opportunities for feedback from the global community)
- E. Collaborative Planning meetings (opportunities for feedback from IB practitioners)
- F. Community Meetings (opportunities for feedback from IB students and teachers)
- G. Meetings with Parents (opportunities for feedback from parents)
- H. Curriculum
- I. Teaching and Learning (developmentally appropriate documents concerning academic integrity)
- J. Age appropriate written information on Academic Integrity for IB students
- K. The QAIS Student Council (opportunities for feedback from students)

### Assessment Policy Review Process

We aim to review our academic integrity policy at the beginning and/or end of each academic year to ensure that it is coherent with any changes in the student and community demographics or other circumstances, and that policy and practice are aligned, and we incorporate new research, perspectives and understandings. These reviews will stem initially from collaborative planning meetings in the different sections of the school, where coordinators and teachers can provide their professional input, and then move to the academic leadership team. Input from the student council and parents will also be solicited. Finally, it is the responsibility of the Head of School to authorize the policy. Policy and changes will be disseminated to the community through the school website, ManageBac and news bulletins, and added to the relevant induction packages for teachers new to the programmes.

This policy may be revised between formal reviews if deemed appropriate. Opportunities of this type may occur, for instance, during new teacher induction where policies will be reviewed by teachers new to the school, or by collaboration with the student council or parent's body.



## Supplementary Terminology

**Achievement level** - The level given when the student work reflects the corresponding descriptor. Achievement levels are shown in the left-hand column of the assessment criteria.

**Assessment criteria** - Criteria against which a student's performance is measured as evidenced by work produced. Subject-group guides provide assessment criteria to be used for final assessment for each subject group and for the personal project.

**Assessment rubric** - A grid that contains levels and descriptors.

**Assessment strategy** - The method or approach that teachers use when gathering information about student learning, for example, observation, open-ended tasks, selected responses.

**Assessment task** - The activity or series of activities with which students engage in order for assessment to take place.

**Assessment tool** - The device teachers use to measure and record assessment information and data collected, for example, anecdotal records.

**Criterion levels total** - The sum of the final levels awarded for each individual criterion in any given subject.

**Criterion-related assessment** - An assessment process based on determining levels of achievement against previously agreed criteria. IB MYP/DP assessment is criterion-related.

**Descriptors** - Achievement level descriptors describe the differences in student accomplishment for each assessment criterion and correspond to the achievement level that should be awarded.

**Grade boundary** - The lowest and highest criterion levels totals corresponding to a particular grade.

**Final assessment** - The summative assessment of student work at the end of the academic year.

**Moderation** - The procedure by which sample assessed personal projects from teachers is reviewed and adjusted externally to ensure assessment has been carried out according to the respective IB criteria and standards.

## Related documentation

*International Baccalaureate (2014) Fostering interdisciplinary teaching and learning in the MYP*

*International Baccalaureate Organization (2014) MYP: From Principles into Practice (updated September 2014)*

*International Baccalaureate (2014) Guide to MYP eAssessment: 2015 live pilot examinations*

*International Baccalaureate (2014) Handbook of procedures for the Middle Years Programme: Moderation and monitoring of assessment (2015)*

*International Baccalaureate (2014) Handbook of procedures for the Middle Years Programme: Pilot of on-screen examinations (2015)*

Appendix A

**QAIS**

**MYP Achievement &  
Upper school Attitude  
Grade Descriptors**



Grade	MYP Boundary guidelines	MYP Achievement Grade Descriptors
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.
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.
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.
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.
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.
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.
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.

Grade		Upper School Attitude Grade Descriptors		
		Preparedness	Activity	Cooperation
A	Excellent	Brings the correct equipment <b>and</b> homework completed to the best of their ability, to every class.	Always takes a demonstrably active role in lessons, <b>and</b> ensures tasks are completed to the best of their ability or understanding.	Positive in all lessons <b>and</b> shows a high degree of attentiveness and cooperation towards reaching subject goals.
B	Good	Usually brings the correct equipment <b>and</b> homework is mostly completed to the best of their ability.	Mostly takes a demonstrably active role in lessons <b>and</b> tasks are mostly completed to the best of their ability or understanding,	Is agreeable in lessons <b>and</b> is frequently supportive of other students, the teacher and the objectives of the lesson.
C	Of concern	Occasionally forgets to bring the correct equipment. Occasionally, homework is only perfunctorily completed.	Occasionally passive in class <b>or</b> occasionally indifferent to engaging in class tasks regardless of their ability or understanding.	Occasionally indifferent to lessons <b>or</b> may need the occasional prompt to keep their focus on the lesson objectives.
D	Poor	Frequently forgets to bring the correct equipment <b>or</b> frequently only perfunctorily engaged with the homework.	Often passive <b>or</b> may often need prompting to contribute to lessons <b>and</b> engage in class tasks.	Occasionally antagonistic to their peers, teacher or the subject goals.
E	Very poor	Minimal achievement in terms of the objectives.		

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Appendix B

# QAIS

## DP Achievement & Upper School Attitude Grade Descriptors



Grade		DP General Achievement Grade Descriptors
7	Excellent	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.
6	Very Good	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.
5	Good	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.
4	Satisfactory	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.
3	Mediocre	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.
2	Poor	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.
1	Very Poor	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.

Grade		Upper School Attitude Grade Descriptors		
		Preparedness	Activity	Cooperation
A	Excellent	Brings the correct equipment <b>and</b> homework completed to the best of their ability, to every class.	Always takes a demonstrably active role in lessons, <b>and</b> ensures tasks are completed to the best of their ability or understanding.	Positive in all lessons <b>and</b> shows a high degree of attentiveness and cooperation towards reaching subject goals.
B	Good	Usually brings the correct equipment <b>and</b> homework is mostly completed to the best of their ability.	Mostly takes a demonstrably active role in lessons <b>and</b> tasks are mostly completed to the best of their ability or understanding.	Is agreeable in lessons <b>and</b> is frequently supportive of other students, the teacher and the objectives of the lesson.
C	Of concern	Occasionally forgets to bring the correct equipment. Occasionally, homework is only perfunctorily completed.	Occasionally passive in class <b>or</b> occasionally indifferent to engaging in class tasks regardless of their ability or understanding.	Occasionally indifferent to lessons <b>or</b> may need the occasional prompt to keep their focus on the lesson objectives.
D	Poor	Frequently forgets to bring the correct equipment <b>or</b> frequently only perfunctorily engaged with the homework.	Often passive <b>or</b> may often need prompting to contribute to lessons <b>and</b> engage in class tasks.	Occasionally antagonistic to their peers, teacher or the subject goals.
E	Very poor	Minimal achievement in terms of the objectives.		

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In addition, please refer to the published IBDP subject specific grade descriptors