



**EIS**

Egyptian International School  
EIS - Zayed

المدرسة المصرية الدولية بمدينة الشيخ زايد

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This document provides clear information and guidance to the EIS community on how assessment is conducted and used in the PYP.

# Assessment Policy

Egyptian International School



#### 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.



#### EIS- Zayed MISSION STATEMENT

**EIS** aims to contribute to making the world a better place through education of a new generation an education that results in generations who are passionate about their Egyptian identity, their mother tongue (Arabic) and who have a good command of the English language.

**EIS** works towards exposing students to different cultures locally and internationally to foster the development of research and leadership skills.

**EIS** helps students develop their research and leadership skills, have strong sense of identity and also cares about young people who help to create a better and more peaceful world through intercultural understanding and respect.

To fulfill this objective, the school provides its learners with high-quality international education in a local environment, which values respect for international as well as national cultures.

**EIS** aims to enhance good manners, to develop life-long learners and to guarantee the satisfaction of the different stakeholders.

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# 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:

## 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.

## 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.

## 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.

## 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.

## 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.

## 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.

## 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.

## 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.

## 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.

## 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.

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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## PYP EIS- Zayed's ASSESSMENT POLICY

### Assessment Philosophy

Assessment is a term used to cover all of the various methods by which student achievement can be evaluated.” Assessment instruments may include, but are not limited to quizzes, examinations, extended practical work, projects, portfolios, cooperative tasks, (multimedia) presentations, laboratory experiments, discussion, oral interaction with peers and/or teacher, essays and research papers. Assessment is the gathering and analysis of information about student performance. It is an integral part of the planning, teaching, and learning process. Fair and diversified assessment is needed to support curricular goals and to encourage student learning. Research shows that the most effective grading practices provide valuable feedback designed to enhance student growth and performance. First and foremost, assessment is important because it drives student learning. The school’s educational beliefs and values reflect IB philosophy

### The purpose of assessment

The purpose of assessment is to inform learning and teaching. It involves the gathering and analysis of information about student learning to inform teaching practice. It identifies what students know, understand and can do at different stages in the learning process. Effective assessment that achieves this purpose provides valuable information to understand what constitutes learning and how to support it and is meaningful to all members of the learning community.

- Gather and interpret data
- Improve instructional practices
- Evaluate instructional practices which reflect student inquiry-
- Provide feedback for student learning-
- Determine how to differentiate instruction-
- Determine appropriate accommodations and modification

### Assessment characteristics

**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 Ministry of Education requirements

As an international school, At EIS, there aren’t official written exams: there are only internal exams from the kindergarten till pyp6

Starting from pyp7, we are committed to have exams in (Arabic/religion/social studies) under the supervision of the ministry of education .

### Students' Role:

- 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.
- 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 interpretation\*
- Analyze their learning and understand what needs to be improved

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- Students are actively engaged in assessment and act on constructive feedback. This helps them reflect on their progress, set goals for their learning and engages them in making decisions about what they need to do to achieve these goals.
- Student learning and development related to all attributes of the IB learner profile are assessed and reported.
- Students participate in selecting evidence of learning for their portfolios
- Include reflections, self-assessments, assessment tools and/or teacher comments with each selection
- Ensure that their portfolios include examples of learning from each Unit of Inquiry, reading, writing, math and specials
- Store their portfolios in folders, binders or online
- Use their portfolios to set goals in the fall and reflect on growth
- Share their portfolios at Student-Led Conferences in the spring
- Take their portfolios home at the end of each academic year.

### Teachers' Role

- Teachers learn about what students know and can do. They reflect on their practice, adjust their teaching based on data, and offer timely, specific and well considered feedback to better support learning.
- 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)).
  - Make modifications and accommodation: Each teacher follows all modifications and accommodations outlined in a student's Individualized Education Program (IEP) and/or 504, as well as recommended English Language Learner accommodations and modifications

### Parents' Role

- Parents understand the learning goals their child is working towards, and the progress their child is making. They extend their child's understanding and development of skills when they support learning. They contribute to their child's joy of learning and growth as a successful learner through sharing insights with the learning community.
- See evidence of student learning and development.
- Develop an understanding of the student's progress.
- Provide opportunities to support and celebrate student learning.

### The EIS - Zayed's Role:

- The school communicates its assessment philosophy, policy and procedures to the school community.
- The school uses a range of strategies and tools to assess student learning.
- The school provides students with feedback to inform and improve their learning.
- The school has systems for recording student progress aligned with the assessment philosophy of the programme.
- The school has systems for reporting student progress aligned with the assessment philosophy of the programme.
- The school analyses assessment data to inform teaching and learning.

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- The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
- The school uses assessment as a tool to evaluate the depth of its curriculum and the effectiveness of its teaching. They make decisions about targeting resources and support to the most pressing priorities and professional development needs.
- The school ensures that students' knowledge and understanding are assessed prior to new Learning.
- The school provides evidence of student learning over time across the curriculum.

## How to assess

### At EIS, we process data:-

#### The four dimensions of assessment

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 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. It occurs daily through a variety of strategies: observation, questioning, reflection, discussing learning with peers and teachers, and well-considered feedback to feed forward for next steps in learning.

Tools used for monitoring include open-ended tasks, written or oral assessment, and a learning portfolio.

#### Documenting learning

The documentation 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.

- 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 examples, 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. At EIS we don't involve all the assessments that the students are taken but, we focus and mention the ones that measure their learning

#### At EIS we try to\_

- minimize the impact of testing on student well-being
- Effectively use this data point to add to the comprehensive view of student learning.

#### Analysing learning

Teachers use multiple data points to evaluate student progress (Make sense of the assessments results (E/M/S/D) by showing if there is a progress or not) 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

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assessment capability. Each tool and strategy chosen provides the learning community with accurate and accessible data on each student's learning.

## How this policy will be implemented

### At EIS

- We are committed to have the ministry exams in (Arabic/ Religion and social studies)
- We are committed to do all kinds of assessments (pre/formative/summative) and these are followed by : (Coordinator/Coordinator assistant/mentors/ISO)
- The grade level mentors are following and give feedback
- In some parts of the units ,the students themselves share in the assessment criteria

## How teachers will understand how to use it

### At EIS

- EIS makes workshops for the new teachers to read and understand the document besides having a hard copy.
- We are following the policy implementations through class visits/collaborative meetings

Process of standardization of assessment of students' work

-Teachers use the same criteria when they are gathering information about a student's learning. Teachers' record this information using a variety of tools, which are the instruments, used to collect data.

## Peer assessment

Peer feedback is a key activity through which students use the structure and language of success criteria to appraise and provide feedback on the learning of others. It emphasizes the importance of learning in the context of relationships by providing opportunities to communicate and be listened to. Peer feedback contributes to learning adjustment because:

- it is given in language that students naturally use
- Students are more ready to accept feedback from one another.

Students who provide feedback to peers also benefit: in giving feedback, they increase their assessment capability. Peer feedback also gives teachers information about how a student's understanding of a learning experience is similar to, or different from, their peers.

## Self-assessment

Self-assessment involves students reviewing and evaluating their knowledge, conceptual understandings and skills. It then leads to students monitoring and adjusting their behaviour and planning, making corrections and implementing improvements in their learning. Self-adjusters use the feedback they are given to modify and improve their learning. Self-adjusting therefore requires both thought and action and supports students' self-efficacy.

## Assessment tools

### 1. Rubrics:

Rubrics are established sets of criteria used for scoring or rating student's tests, portfolios, or performances.

### 2. Samples/models

These are samples of student's work that serve as concrete standards against which other samples are judged (PowerPoint presentation through online)

### 3. Portfolio:

A portfolio is a record of students' involvement in learning which is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection. A portfolio is a celebration of an active mind at work. It provides a picture of each student's progress and development over a period of time both as individual and group learners.

## There are things to consider:-

### The criteria for selecting pieces of work:

There're samplers which reflect the students' progress.

### Who will select the pieces of work?

The learner/ teacher chooses the suitable works to keep them in the portfolio.

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Portfolio handed to parents during parents' meeting. The students use their Portfolio as a basis for discussion with their parents about their learning.

Learners' portfolios are folders with breaks or plastic files. However, we're looking to use electronic files.

The teachers are the ones who are responsible for keeping the learners' portfolio.

Learners' portfolio belongs to students themselves.

At the end of the year, portfolios are given to the learners. However, some teachers may keep some learners' portfolio as a model and that is only done after the learner's approval.

#### 4. Checklists:

These are lists of information, data, attributes, or elements that should be present.

Peer assessment

#### Frequency of pre, formative and summative assessment:

The pre, formative and summative assessments occur in a continuous process in each unit of inquiry, we may make more than one formative till we get the goal with our students by variation in the strategies with our students and the summative at the end of the unit.

#### How students' growth is reported to parents

Feedback throughout the academic year is provided to parents

#### Report cards:

These are formal written reports which are designed to give the parents information about the student's progress, development and needs three times per year. Those reports cards reflect all the skills, concepts, content and the development of inquiry and the learner profile.

Grading Key	
E	Above grade level Expectations
M	Independent selection
S	Teacher Guided
D	Beginning

#### Assessment day:

One Parent/teacher meeting is scheduled to present/ demonstrate the students' achievements during the school term. This day is scheduled after giving report cards to parents in order to give them a chance to ask about what they want and recording their suggestions.

As a result of the pandemic, we replace the face to face assessment day by a virtual one.

#### The assessment policy committee

School principal

PYP coordinator

The board of trustees

Some students

Some teachers

The policy will be reviewed by the Greenland foundation

#### References list

IB resources

My IB

From principles to practice 2018

Learning and teaching assessment

The learner

Date of review: 2024

Review cycle: every three years

It's recommended to read the assessment policy with the integrity and language policy.

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