

## MYP Assessment Policy

### **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.

### **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. IB learners strive to be:

#### **Inquirers:-**

**They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.**

#### **Knowledgeable :-**

**They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.**

#### **Thinkers:-**

**They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.**

#### **Communicators:-**

**They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.**

#### **Principled:-**

**They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.**

### **Open-minded:-**

**They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.**

### **Caring:-**

**They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.**

### **Risk-takers :-**

**They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.**

### **Balanced:-**

**They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.**

### **Reflective:-**

**They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.**

## **EIS Mission Statement**

Egyptian International School (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 fulfil 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.

### **Purpose of Assessment for Teachers:**

- To enhance student learning
- To monitor the individual progress of student achievement
- To determine the effectiveness of teaching
- To guide curriculum development and review
- To guide instructional practice

### **Purpose of Assessment for Students:**

- To provide consistent, timely feedback and opportunity for reflection
- To give a “time stamp” of what students know at various points in learning
- To identify strengths and weaknesses in components of the subject area
- To promote student responsibility for and ownership of learning
- To encourage students to self-advocate

### **Purpose of Assessment for Parents:**

- To communicate consistent, timely feedback and opportunity for conversation
- To allow parents and teachers to work together as advocates of student learning
- To provide transparency of the curriculum

### **Principles of Assessment:**

- Tasks are designed to appeal to a variety of learning styles.
- Assessments are differentiated to account for students’ diverse needs.
- Assessment tasks are rigorous, involving critical and creative thinking skills.
- Assessment tasks encourage transfer of skills, interdisciplinary learning, and real world contexts.
- Assessment tasks include clear, consistent use of command terms.
- Students with identified learning needs receive accommodations based on their learning plans.
- All work submitted for assessment must be the student’s own work.
- Students will receive timely and meaningful feedback on their performance on assessment tasks.

- There is a balance between formative (ongoing throughout the unit) and summative (end of unit) assessment.

To determine a student's achievement level, teachers use a criterion related approach. This means that student performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject area. It is not norm referenced, where students are compared to each other; nor is it criterion referenced, where students must master all strands of a specific criteria at lower achievement levels before they can be considered to have achieved the next level. Teachers must gather sufficient evidence from a range of assessment tasks to enable them to make a professional and informed judgment.

EIS guided by criteria that are public and transparent to determine a student's achievement level. In order to do this, teachers analyze the recent scores on criterion tasks and determine the most consistent pattern of scores.

### **Process for Standardization of Assessment Scoring**

#### **Common Practices for Recording and Reporting**

- Students are assessed using the Middle Years Programme Subject Criteria.
- Criteria from all eight required subjects are assessed multiple times during the school year (Each criterion is assessed twice yearly at least).
- Reported MYP grading are based on more than one assessment task.
- Teachers employing standards based grading use MYP Criteria for all assessments during the year.
- Teachers use the Year 1, 3, 5 assessment criteria appropriate to students' year in the programme.
- MYP grading are awarded according to how well the student has demonstrated mastery of the published criteria, using the subject area teacher's professional judgment and best fit approach along with student evidence. Final grading are subjected to department teachers' best fit approach.
- Task specific clarification rubrics are designed by the subject teachers and if any further clarification is needed it is done collaboratively with students as the evaluation tool for formative and summative assessments and are created before the unit is taught and sometimes modified based on students input.

They provide students with the criteria before the assessment task is assigned and contain specific descriptors. Rubrics are intended to provide the student with feedback when annotated by instructor.

### **Types of Assessment**

- Teachers assess all content areas through formative and summative assessments. In addition to quizzes and tests, other forms of assessment are utilized to provide choice and address a variety of learning styles. Students are exposed to a wide variety of assessment types (written assignments, research papers, lab reports, oral presentations, quizzes and tests, peer and self-assessment).

### **Pre-Assessment**

- Assists the teacher in planning learning activities for the unit
- Activates prior knowledge
- Assesses what students want to learn about

### **Formative Assessment**

- Interwoven within daily learning and instruction
- Allows the teacher to make necessary adjustments to teaching plans and methods; However, it is not used to determine a final MYP score
- Involves students as they reflect on their own Approaches to Learning

### **Summative Assessment**

- Designed before the unit is taught
- Occurs at the end of the teaching and learning process
- Provides students with opportunities to demonstrate what they have learned
- Addresses a variety of learning styles
- Students are given prior notification of summative assessment tasks to prepare for the assessment

### **Governmental Assessments**

Students are exposed to exams on the Egyptian governmental system in Arabic, Religion and Social Studies. These exams are held twice a year at the end of each semester. Students are not to promote to the next grade until they get the least mark in each subject (Table 2). In MYP4, students have to pass the governmental exams of

Arabic, Social Studies and Religion that are also organized entirely by the governmental educational authorities and may be held outside the school campus.

### Reporting to Parents

We believe that parents, teachers, and students are partners in education. Open and consistent communication strengthens this partnership. Students and parents are kept informed in the following ways:

- Teacher and/or Counselor emails, phone calls, and meetings
- Progress Reports
- Parent/Teacher Conferences
- Report Cards (one after the second term and another at the end of the year)

### Grading Policy

Each subject group teacher's grading policy and curriculum materials will be communicated to parents at the beginning of the school year.

A summative semester end score, given for each criterion within each subject area, reflects a student's level of demonstrated competence. Scores for each criterion are reported as whole numbers, using the courses at the middle schools report on criteria that have been assessed by the culmination of the course.

### Progress

Students who complete the requirements of the Middle Years Programme, including completion of the Personal Project, receive documentation on their school transcript.

### Combining Programme Assessment with Governmental Requirements

**EIS students have to pass the governmental exams held at the end of each semester. Those exams are held and organized inside the school campus but the exams comes from the governmental educational authorities except MYP4 whose exams are organized by the governmental authorities and students may attend the exams outside the school campus. Students need to get the minimum grade by the end of the year to be promoted according the governmental rules and regulations**

### **Assessment of Personal Project:**

The Personal Project is the culminating activity for the IB MYP. The Personal Project will be introduced in the spring of MYP 4, and will begin in the fall of MYP 5, and will be completed in spring of MYP 5. The project will be assessed by Personal Project Supervisors using the Personal Project assessment criteria. All students in MYP 5 will complete the Personal Project.

### **Communicating the policy**

- All EIS IB policies are posted on the EIS website available for downloading and in an easy printing format.
- For teachers, training sessions will be conducted along with handing them a printed version of the policy and sent by e-mail.
- For students, training sessions will be conducted along with handing them a printed version of the policy
- For parents, awareness sessions will be conducted along with handing them a printed version of the policy and sent by e-mail.

### **Review of the Assessment Policy:**

**This will be reviewed and updated every 3 years by EIS community.**

**Table (1) Criteria Grades and Overall Boundaries**

<b>Grade</b>	<b>Descriptor</b>
<b>1</b>	<b>Minimal</b> achievement in terms of the objectives.
<b>2</b>	<b>Very limited</b> achievement against all the objectives. The student has difficulty in Understanding the required knowledge and skills and is <b>unable</b> to apply them fully in normal situations, <b>even with support</b> .
<b>3</b>	<b>Limited</b> achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a <b>limited understanding</b> of the required knowledge and skills and is <b>only able to apply</b> them fully in normal situations <b>with support</b> .
<b>4</b>	A <b>good general understanding</b> of the required knowledge and skills, and the ability to apply them effectively in <b>normal</b> situations. There is <b>occasional</b> evidence of the skills of analysis, synthesis and evaluation.
<b>5</b>	A <b>consistent and thorough understanding</b> of the required knowledge and skills, and the ability to apply them in a <b>variety</b> of situations. The student <b>generally</b> shows evidence of analysis, synthesis and evaluation where appropriate and <b>occasionally</b> demonstrates originality and insight.
<b>6</b>	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a <b>wide variety</b> of situations. <b>Consistent</b> evidence of analysis, synthesis and evaluation is shown where appropriate. The student <b>generally</b> demonstrates originality and insight.
<b>7</b>	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them <b>almost faultlessly</b> in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student <b>consistently</b> demonstrates originality and insight and <b>always</b> produces work <b>of high quality</b> .

**Table (2) Governmental Grades and boundaries for MYP1, MYP2, MYP3 and MYP4**

<b>Subject</b>	<b>Arabic</b>	<b>Social Studies</b>	<b>Religion</b>
<b>Maximum</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Minimum</b>	<b>50</b>	<b>50</b>	<b>50</b>



**Table (3) Governmental Grades and boundaries MYP5**

<b>Subject</b>	<b>Arabic</b>	<b>History</b>	<b>Geography</b>	<b>Religion</b>	<b>Civic Education</b>
<b>Maximum</b>	<b>50</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>10</b>
<b>Minimum</b>	<b>25</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>5</b>