



ASSESSMENT POLICY

May 2023

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Philosophy and Definitions

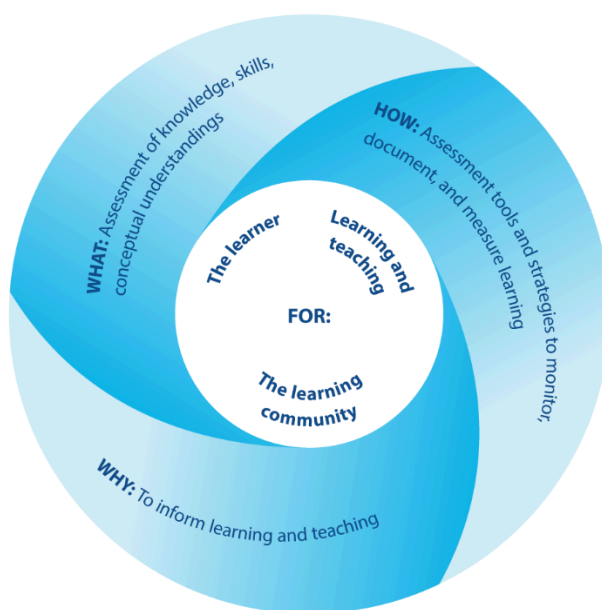
Assessment at Mahindra International School (MIS) is designed to promote and enhance lesson planning as well as teaching and learning. It provides a holistic view of student's learning and guidance in helping them become independent learners. Assessment supports the MIS vision to achieve an empowered, innovative, and agile community of learners who achieve and contribute positively within and beyond the school. It is aligned with the philosophy and standards and practices of the three International Baccalaureate (IB) programmes that MIS delivers - the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP).

In line with our vision of an “agile, innovative, and empowered **community of learners** who contribute positively within and beyond the school”, at MIS, we treat the IB Learner Profile as one of our essential Guiding Statements. We expect every member of our community - students, faculty, staff, and parents to acquire and develop these critical attributes. Our policies are written with those values in mind to ensure that all our processes are learning opportunities that lead to growth. Strong of 30 + nationalities, we are by nature a diverse institution. Our mission to Celebrate Diversity requires a commitment to international-mindedness and a moral obligation to write inclusive school policies that take into consideration cultural differences.

Definition of assessment

In its broadest sense, we define assessment as “an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform [learning and] teaching” (PYP: Principles into practice). As all programmes are informed by assessment, it is central to the development of knowledge, conceptual understanding, skills and attributes of all members of our learning community.

The following IB image summarizes what MIS believes are the why, how and what of assessment.



The nature of assessment

Assessment for learning (formative assessment) is a teaching and learning approach in which assessment is used to support student learning and inform instruction. In this approach, teachers use a variety of formative assessment techniques, such as questioning, observation, and feedback, to monitor student learning and identify areas where they may need additional support. This information is then used to adjust instruction and provide targeted support to help students make progress. Formative assessment

and teaching are directly linked as neither can function effectively without the other.

Assessment of learning (summative assessment) refers to the process of evaluating and measuring a learner's culminating knowledge, skills, and conceptual understanding at the end of an identified amount of learning. This can be done through a variety of methods such as exams, quizzes, projects, or presentations which provide the student with opportunities to demonstrate what has been learned with a focus on measuring what students can do.

The goal of this type of assessment is to determine how well a learner has mastered a particular subject or skill and to identify areas where they may need additional support or guidance.

Assessment as learning is a teaching and learning approach in which assessment is integrated into the learning process itself. In this approach, students are actively involved in assessing their own learning, setting learning goals, and tracking their progress. This helps students become more self-directed and motivated learners, as they can take ownership of their learning and effectively and actively track how they are progressing over time.

This table depicts the big picture of the nature of assessment.

	Assessment for learning	Assessment of learning	Assessment as learning (Clark 2012; Earl 2012)
Purpose	Formative assessment Goal: Inform teaching and promote learning; directly links teaching and learning	Summative assessment Goal: Consolidate learning and report on progress	Part of the formative process Goal: Support students in learning how to become a self-regulated lifelong learner
Timing	Conducted throughout the learning process (on-going); it is iterative and interactive.	Typically conducted at the end of a unit, year level, developmental stage, or programme.	Conducted throughout the learning process; it is iterative and interactive.
Student agency	A range of student involvement	Limited student involvement	High levels of student involvement

Features	Quantitative and/or qualitative data Written and oral artifacts Observations Questionnaires Teacher/student dialogues/conferences Context-based Informal Indication of process Indication of concept/knowledge/skill application Feedback and feedforward	Quantitative and/or qualitative data Tests, exams, standardized tests Indication of skills and knowledge acquisition or mastery Based on teacher's objective judgment Norm-, school-based modified of criteria-referenced Feedback and feedforward	Students are active agents in their own learning by developing and using meta-cognitive strategies to: <ul style="list-style-type: none"> • plan learning goals • monitor goals • reflect in order to modify learning and to adjust learning Feedback and feedforward
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These three types of assessment are designed using both a “backwards by design” and “forward by design” process.

Backwards by design (Wiggins and McTighe, 2005) starts with designing the assessment from the identified knowledge, conceptual understandings and skills. From there, teachers plan the learning engagements to ensure that those identified aspects are acquired for the assessment. This practice is effective and a part of initial planning.

“Forward by design” is an on-going design model that “takes into consideration what other learning may have occurred beyond what has been planned.” (“PYP, from principles into practice” 71). This model allows for learning that emerges from the process and particularly supports the development of the learner profile and approaches to learning. Using this type of model also allows for increased student agency in the assessment process as learners can participate more actively in the assessment design and co-construct evidence requirements.

As we equally value the learning process and learning outcomes, integrating both backward by design and forward by design ensures that all aspects of the programmes (knowledge, conceptual understandings, skills and attributes) are monitored, supported and valued through assessment.

Cultivating an assessment capable culture

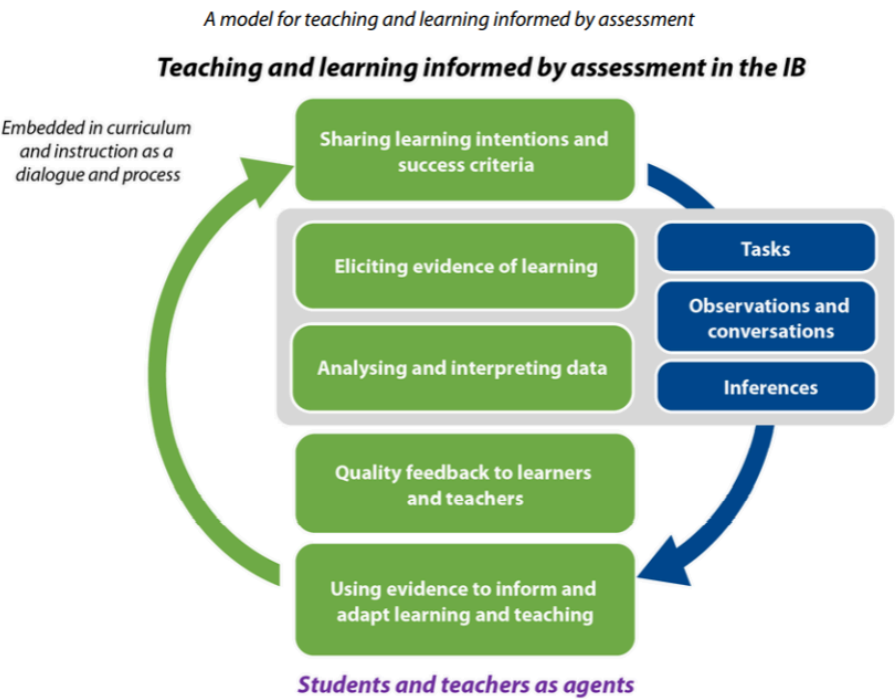
Assessment is a powerful tool for supporting students' self-adjustment. Taking an active part in their own assessments allows learners to gain an understanding of how they think and learn. They progress from being self-assessors to self-monitors, with the goal of becoming self-adjusters.

The purpose of self-assessment is for students to review and evaluate their own knowledge, conceptual understanding, and skill sets. To implement improvements in their learning, students monitor and adjust their behaviour and planning. Learning, based on feedback, is modified, and improved when students

have the skills to self-adjust. This involves both thought and action, which supports students' self-efficacy.

Teachers provide students with opportunities to practice and build skills in self-assessment and self-monitoring so they can consolidate their own learning and create plans to modify it. Monitoring what teachers know, understand, and can do also allows them to become more effective teachers as well as more assessment capable. Educators assess their own practice by asking students about their learning with the purpose of not only monitoring and improving student learning but also reflecting on effective and impactful teaching strategies. To ensure that individual and group learning is supported, teachers constantly adjust their methods.

The below image provides information on the role of teachers and students as agents in cultivating an assessment-capable culture.



(A model for teaching and learning informed by assessment, IBO)

Well-being

Well-being and assessment work together, closely connected through their impacts on learning and the learner. Implicit and explicit messaging around achievement has the capacity to build-up or tear-down the self-concept of the learner.

As learners grow through the formative stages of development, positive perspectives on achievement play an important role in well-being. Fostering a growth mindset along with celebrating and learning from mistakes is a professional responsibility for both the learner and teacher. While assessment may be considered summative or assessment of learning, all assessments have the potential to be understood as formative or assessment as learning. Thoughtful consideration of messages regarding what feedback and scores mean and how scores or outcomes will be used can support learners in resisting over-identification with achievement.

Further, young learners are developing their ATL skills and require support in planning. Collaborative scheduling of assessments can greatly benefit well-being, and an approach to learning with a long-term process-of-learning focus will yield benefits to short-term products of assessment.

Wellness, balance and well-being are also central to the Secondary Homework Policy and Primary Home Learning Procedure.

The four dimensions of assessment

Assessment includes four main dimensions.

Monitor - Daily checking on the progress of learning, which is analysed and contrasted to the learning intentions and the success criteria developed by both teachers and learners. The feedback given works as a feed forward for student's next steps. This dimension is mainly comprised of assessment for learning and assessment as learning.

Document – Physical or digital compilation of learning is shared and accessible to all stakeholders to make learning visible and transparent.

Measure – Although not all learning is or can be measured, teachers identify learning that can be to capture understanding of concepts, knowledge, and their transfer across subject areas at a particular point in time. In MYP, the conceptual understanding of the unit should be measured in the summative assessment.

Report – Summarizes and outlines the development and accomplishment of the students' learning, highlighting opportunities for improvement. In MYP, the feedback should be connected to the assessment criteria rubrics and with clear recommendations on what the students should do to move to a better grade.

What we are assessing

The act of acquiring knowledge (process) is equally valued to the results of that learning (product). Designing assessment tools through the learning process that include all aspects of the programmes will ensure that assessment also embraces a holistic view of learning. Assessments should include equal opportunities to dynamically and appropriately monitor, document, measure, reflect on and report on:

- Knowledge.
- Conceptual understandings.
- Skills (ATL).
- Attributes of the learner profile.

Co-constructing learning goals and success criteria

Co-constructing learning goals, success criteria and task-specific clarifications is a teaching and learning approach that involves students in the process of setting their own learning goals and determining the criteria for success in collaboration with the teacher. This approach increases student motivation and engagement in their learning as they have a say in what they are learning and how they will be evaluated.

To co-construct learning goals, success criteria and task specific clarifications, teachers and students work together to identify what the students want to learn and how they know they have succeeded.

Overall, co-constructing learning goals, success criteria and task-specific clarification can be a powerful

tool for promoting student engagement, motivation, and ownership of learning.

The importance of feedback, and of feedforward

Effective feedback should be actionable, timely, concrete, forward looking, attending to the affective aspect of assessment, promoting student agency, relevant, and in some way personalized. (Dawson et al 2019; Gibbs, Simpson 2004; Hattie, Timperley 2007; Nicol, Macfarlane-Dick 2006; Yeager, Dweck 2012).

Effective feedback can be defined as information provided to students that results in an improvement in learning. Teachers supply regular and recurrent feedback through the educational experience which encourages learning. Offering significant and relevant feedback may get learners involved in a conversation. Multimodal feedback further provides evidence of learning goals that students have accomplished and allows them to recognize what they are now able to comprehend or do. It also encourages students to work towards their future learning goals. Feedback is also employed to build the learner's capability for self-assessment and peer assessment.

Establishing a clear feedback system with students is an initial and important step. If students are co-constructing learning goals and success criteria, the task not only becomes clearer, but they also develop assessment capable skills, so they are able to self-monitor and self-adjust their learning.

Feedback - How am I doing?

Effective feedback provides students with information about their performance, highlighting what they have done well and where they need to improve. This allows students to identify areas for growth and development, and to take concrete steps to improve their performance in the future. Feedback should help students build their self-awareness and self-efficacy, as it provides them with a clear understanding of their strengths and next steps. The approach to feedback should foster a growth mindset in students, encouraging them to see mistakes and challenges as opportunities for learning and growth, rather than as failures.

Teacher responses should be closely related to the learning goal. The most beneficial feedback gives students an understanding of how close they are to reaching the goal and what steps they can take to achieve it.

Feedforward – Where do I go next? How do I get there?

Feedforward is timely and future oriented. It invites learners to evaluate their past performance, strengths and gaps in understanding, so they can think about what they need to do to improve their performance on upcoming related tasks. Similarly, when teachers evaluate the work of their students, the information they gain from the assessment is utilized to alter their teaching approach, requiring adjustments in planning future lessons. (Fisher et al 2009; ASCD 2022)

Teacher moderation

Members of the learning community can significantly impact learning and teaching when they use a common language and understanding to monitor, record, and assess learning.

When meeting the needs of different types of learners, it is vital to develop a unified comprehension of what excellence and achievement look like prior to, during, and after the learning process. An efficient technique is for teachers to moderate and analyze student examples through professional conversations.

Assessment Expectations

Assessment in the early years

Assessment in the early years is an on-going and continuous process. Assessment takes place through observing learners through their self-initiated play and teacher-facilitated inquiries. Teachers are required to maintain accurate documentation for key developmental milestones. These milestones need to be undertaken at given points in the year. These milestones should be celebrated in relation to the individual learner. This document is then used as a baseline for the next class the child attends.

Alongside the developmental documents, the early years team use assessment to:

- Connect to the child's needs and interests to facilitate play-based learning.

- Identify what children know and want to find out, by actively listening to the learners' ideas and needs.
- Track developments of the approaches to learning and the learner profile attributes.
- Gauge and adjust the effectiveness of the learning environment as it is an invaluable resource for learning.
- Provide further learning engagements to provoke deeper thinking.

Assessment is required to ensure that the learning and teaching respond to the individual learner's needs by supporting agency, and self-regulation as well as engagement through providing feedback, reflection, and goal setting.

It is expected that learners are supported to:

- Reflect on learning.
- Respond to reflection, feedback, and feedforward.
- Discuss with peers and adults their conceptual understandings, knowledge and ATL skills.
- Participate in conversations and use actions or drawings with peers to provide feedback.

Teachers ensure this by continuously modelling and offering many opportunities for students to practice them.

("The early years in the PYP" 2021)

Primary Assessment expectations

- All primary teachers use a wide range of formative assessments to inform their planning and teaching. The ongoing nature of assessment in primary ensures that a wide range of assessments is used along with identified standardized assessments to inform their planning and teaching.
- The use of rubrics and assessment criteria (both pre-defined and co-constructed when appropriate) should be shared with the students in advance and then be used when conferencing before, during and after assessments. Teachers ideally use criteria that are co-constructed with learners to help learners build assessment-capable skills. The assessment tools can be added to Toddle for both teachers, students, and parents to access.
- All members of the learning community use Toddle to evidence and reflect on learning. All primary teachers follow agreements as to the number of posts on Toddle; students build skills as they take ownership of their portfolio and discuss their learning journey using this tool.
- There are shared assessments within a grade level and regular meetings to moderate the assessments. Assessments are shared within a grade level, and regular meetings are held to moderate the effective use of the assessments.
- There is regular goal-setting and review conferences with students that draw on all assessment data, including the standardized test results. Through regular goal setting and review meetings with students, the assessment data and standardized tests are used to inform the next steps for learning.
- Primary teachers are trained to administer the main standardized tests adopted by the school. These include MAP, DIBELS and WIDA.

Recording of Primary Assessments

Primary teachers use Toddle as a platform to plan, document and evidence the different aspects of learning. Teachers, along with learners, ensure that the Toddle "Class Stream" and "Portfolio" for each learner is updated according to the agreements to show progress and achievement in each learning journey.

All teachers contribute to a standardized assessment document to record up-to-date results of running records. In addition, all teachers establish procedures within their class, and grade level department to record all forms of assessment.

Secondary Assessment Expectations

In planning, delivering and recording assessment, teachers in secondary will:

- Devise assessments as an integral part of the unit planning and review process.
- Provide students with assessment objectives, and task-specific rubrics where appropriate.
- Post deadlines on ManageBac.
- Undertake standardisation for all summative assessments.
- Provide grading and written feedback within 14 calendar days after submission.
- Support students in reflecting upon feedback and supporting ongoing development.
- Follow the guidelines outlined in the secondary homework policy document.

Relationship between formative and summative assessments

All summative assessments must be preceded by at least one formative assessment that is designed to develop the skills, knowledge and understanding that will be assessed summatively. These formative assessments must include **actionable feedback** that students can use for their own development in skills, knowledge and understanding to then be applied for subsequent summative assessment. Like the summative assessment to follow, this **feedback should be criteria based**.

Frequency of assessments

For each quarter, there should be a minimum of **two data points (numerical score)** taken at different times. Multiple formative assessments before a summative are permitted, but there needs to be at least one that guides students to develop the skills and knowledge they will be summatively assessed on.

Formative assessments must be given a numerical score as well as documented and actionable feedback. However, formative assessments scores will not be taken into account in the calculation of interim or semester grades.

Recording of Secondary Assessments

On an ongoing basis, teachers are required to record the progress of their students. These records should be available in ManageBac and will be accessible to students and parents. Records must be:

- Based on published programme standards and practices.
- On-going and cumulative.
- Based on a range of evidence.
- Best-fit approach, not an average, but a genuine reflection of student achievement.
- In case of insufficient summative data due to a student's absences, an **Incomplete** will be awarded until the student is able to complete the prescribed requirements. In no situation can a summative data point be replaced by a formative grade.

Standardization

Internal standardization allows teachers to come to a common understanding of the application of criteria. It is a mandatory component of the MYP and DP and standardization is organized within subject groups as well as for additional components such as the MYP Personal Project or DP Extended Essay. Teachers

meet formally as well as informally to standardize learning outcomes as well as assessments. The standardized assessments are recorded in department files.

Review and data tracking of student performance and growth

In Primary, data from standardised assessment tests is recorded and monitored to identify patterns and trends for individuals, year groups and the whole PYP to highlight where intervention may be necessary and inform curriculum reviews. Primary analyses data from MAP, Probe and PM Benchmarking. There is no teacher generated formal assessment data on learners; as such, in-house grades are not assigned to assessments in the PYP.

In the Secondary all results of graded work are recorded in ManageBac. Data is extracted by the Secondary Office Manager from ManageBac four times a year in line with the reporting cycle and consolidated into one data tracking sheet where MAP data is included as well for MYP students. Data is used by the Secondary Leadership Team to identify patterns and trends in order to support teaching and learning and identify where intervention may be necessary.

Assessment using technology

Technology can be used to create meaningful assessment for students, but technology should not drive the choice of approaches to assessment. Technology provides opportunities for supporting learners to undertake assessments in different ways. These opportunities should be used to remind our learners of the importance of our Academic Integrity Policy.

In line with this, technology can also be used to validate the authenticity of student work. Within Secondary, the integration of Turnitin within the ManageBac platform provides feedback on the extent to which students have utilized source material in their work. The results of this are used to support the assessment feedback given to students.

Technology provides opportunities for differentiated assessments. Students may receive agreed modifications such as speech-to-text and text-to-speech, use of spell checkers etc. as outlined in the Student Support Services Policy.

In preparing for technology-based external examinations, MIS undertakes a comprehensive testing/compliance process before examinations, following guidance from the examination body. Additionally, IT support will be available throughout the external examination period for all on-screen examinations.

Formal Assessment Requirements for Secondary

MYP

Students of MIS undertake the eAssessment to attain MYP certification for official recognition and IB-validated grades in MYP5. The MYP certificate requires participation in the entire final year of the programme, with recommended participation for two years.

To qualify for MYP certification, students complete:

- Six on-screen examinations (one from each of five required subject groups: Language & Literature, Language Acquisition, Sciences, Individuals & Societies and Mathematics, plus an interdisciplinary assessment).
- At least one ePortfolio from a course of study from a course in physical and health education, arts, or design (only the best grade will count towards the MYP Certificate).
- the Personal Project with a minimum grade of 3.
- The total points for the eAssessment must be 28 or higher.

In order to obtain the MYP certificate, students must meet the school's expectations for Service as Action.

The MYP bilingual certificate additionally requires successful results from on-screen examinations for a second language and literature course (instead of a course in language acquisition).

DP

Assessment in the Diploma Programme is in line with the requirements of the IB for the awarding a full diploma which is:

- Achievement of all the CAS outcomes and satisfactory completion of the CAS programme.
- Completion of all internal assessment and coursework requirements.
- At least 24 points with a total of 12 points for the HL subjects.
- Passing both TOK and Extended Essay.

The DP uses both internally and externally assessed components to assess student performance. For most courses, written examinations at the end of the DP form the basis of the assessment.

Externally assessed coursework, completed by students over an extended period under authenticated teacher supervision, forms part of the assessment for several programme areas, including the theory of knowledge (TOK) essay and the extended essay (EE).

In most subjects, students also complete in-school assessment tasks. These are either externally assessed or marked by teachers and then moderated by the IB.

A bilingual diploma is awarded to candidates who complete and receive a grade 3 or higher in two languages selected from the DP course studies in language and literature.

MIS High School Graduation Requirements

Rationale: MIS is fully accredited by both the Council of International Schools (CIS) and New England Association of Schools and Colleges (NEASC). While both the IB Middle Years Programme (MYP) and IB Diploma Programme (DP) studies may result in students earning formal qualifications, the nature of our accreditation authorizes us to offer a school-based graduation diploma, equivalent to a High School Diploma issued in the United States. Conferring this qualification on students at the end of their 12th grade year, is contingent on meeting the following requirements in grades 9-12.

The MIS high school diploma is based on the successful completion of the following requirements in each grade 9-12. The requirements to earn an MIS Diploma and graduate from MIS are a minimum of 18 subject points in six subjects (DP) or 24 points in 8 subjects (MYP) with no grade of less than 2. A grade of 2 is the minimum grade that must be earned to pass and earn credit for a course at MIS.

Course	Grade 9 MYP 4	Grade 10 MYP 5
Language and Literature	One year	One year
Language Acquisition or additional Literature	One year	One year
Individuals and Societies	One year	One year
Science	One year	One year
Mathematics	One year	One year
The Arts	One year	One year
Design	One year	One year
Physical and Health Education	One year	One year
<p>Service & Activities: In addition, each year students must complete one semester of service and one block of the following: both creative and active activities with adequate completion of reflection journal.</p> <p>Personal Project: In grade 10, students must complete the Personal Project with a minimum grade of 3</p>		
Course	Grade 11	Grade 12
Language & Literature - English	One Year	One Year
Language Acquisition or additional Literature	One Year	One Year
Individuals & Societies	One Year	One Year
Science	One Year	One Year
Mathematics	One Year	One Year
Arts or additional subject	One Year	One Year
Theory of Knowledge	Minimum grade of D	Minimum grade of D
<p>Creativity, Action & Service: Successful completion of the requirements as given by the IB which includes reflective learning in a balance of pre-approved Creative, Active and Service activities for 3-4 hours each week for 18 months.</p>		

Students on special educational programmes with a formal learning need diagnosis and an *Individual Educational Plan (IEP)*, may have adjusted graduation targets. In this case a **Modified** MIS High School Diploma can be awarded with a clear distinction between that diploma and the regular MIS High School Diploma in the case that the student has met the expectations delineated in the IEP. A Modified MIS diploma must be approved by the school director.

Transfer students who have successfully met the requirements of their previous school will be responsible for meeting the graduation requirements from the point they enter MIS and have taken a minimum of 1 year of the following subjects since grade 9, earning a passing score.

- Language & Literature (typically English)
- Mathematics
- Science
- Humanities

Transfer students will need to have suitable preparation to meet the MIS academic expectations as well as a suitable academic record that enables the pursuit of further studies at university.

Progression to the next grade level is contingent on the student meeting the above grade level requirements. The school's ability to support the students to be successful as either an IB Diploma Candidate or an MIS Diploma Candidate will also be considered. This may include but is not limited to an appropriate standard of English language proficiency, academic aptitude and motivation to continue in a rigorous college preparatory program of study.

MIS assessment protocols

Standardized testing

NWEA MAP Growth testing in reading and writing is conducted with P2 to MYP5 students in August and May of each academic year. The winter testing session in January is used for all new students, students identified as having an IEP or formal student support plan and those whose Fall data is a cause for concern. Results of the testing, including comparisons to norms, are shared with teachers, students and parents.

MAP individual result reports for Primary students are stored within the Student Files of Toddle, giving continual access to students, parents and teachers.

Results from the testing are used, in conjunction with other assessment data, to track, monitor and support individual student development. Data from MAP testing is also used to support the curriculum review process.

Reading is assessed in the primary from EY3 upwards using DIBELS 8.

Teacher-made assessments

To facilitate authentic and reliable data on student achievement, teachers are expected to create genuine and relevant assessments for their respective subjects. It is expected that these are not reused in subsequent years. This also applies to IB-issued past papers.

Reporting

Reports are a means of giving feedback to students and parents. It describes the progress of learning, identifies areas for growth and is supported by evidence. Based on the philosophy, principles and practices of the IB programmes, a written report is used to record student attainment and is seen as one component of the feedback, evaluation and planning process. Effective reporting provides positive motivation and supports students in identifying personal goals and striving for continual development.

Reporting in the Primary

A written report format is issued twice a year; the report format focuses on strengths and next steps. The report considers all expectations of the programme in terms of reporting on concepts, skills and knowledge. This includes comments on the learner profile and the approaches to learning. Teachers follow a set of report guidelines which outline expectations and timelines. Written reports are generated and sent via Toddle at the end of each semester in January and June.

Reporting in the Secondary

Academic reports are a formal way of communicating with parents and sometimes other significant members of our students' communities. They stand as an official record of student achievement at various points in the learning process.

There are 2 different types of reports that parents and students will receive.

Interim report – these reports show clear academic attainment using IB grades for each subject. In addition, in the MYP, the child's Approaches to Learning (ATL) are summarized for all subjects with grade descriptors offering additional information. These reports are issued twice a year for all MYP and DP students.

Semester report – These reports are issued twice a year for all MYP and DP students. These reports show full narrative comments and targets from all subject teachers in addition to IB grades across all subjects including Core. In the MYP, ATL, Service as Action and a Homeroom Advisor comment are also included to present a holistic student profile.

All reports are produced using ManageBac. Teachers are issued with report guidelines, including reporting deadlines, a minimum of four weeks before the final due date for reports to be completed.

Conferencing

Nurturing and maintaining effective communication between all stakeholders are an integral aspect of supporting the assessment cycle. MIS values these interactions and provides formal and informal opportunities for students, parents and teachers to engage in discussions around learning and assessment throughout the year.

Conferencing in Primary

Conferencing in the Primary takes differing forms to support agency and give students a voice in discussions.

Teacher/Student Conferences – These are usually frequent and informal meetings which occur as part of the learning and teaching process and designed to give students feedback to improve their skills, develop their conceptual understanding, reflect on their work, and develop personalized learning goals. Teachers also strategically use peer conferencing to develop assessment capability and further improve the learning and teaching process.

Three Way Conference – Student/Teacher/Parent – These are usually formal and designed to allow all three stakeholders to discuss the student's progress and needs through a structured discussion of student goals for the coming months and how the stakeholders will support these goals. It often provides valuable information which adds to the teacher's knowledge of the student. These take place two to three times a year.

Student Led Conference – This annual, end-of-year conference empowers students to lead a conversation and demonstration of their progress in learning with their caregivers. Guided and supported by the teacher, the students select the work to be discussed, prepare and practice for the conference. It is vital that all stakeholders understand the format and role, depending on the age of the student. The SLC allows the student to reflect on and consolidate their progress and share the responsibility of reporting to their parents. Ultimately, it is a celebration of their learning.

Outside of the school scheduled conferences, parents and teachers connect for meetings as necessary to support progress and attainment throughout the year.

Conferencing in Secondary

Three-Way Conferences are held twice each year and are linked with the production of Interim Reports. Students, with the support of their teachers, lead the conversations, identifying their strengths, areas of improvement and exploring strategies to support continual growth.

Outside of the three-way conferences, parents and teachers connect for informal meetings as necessary to support progress and attainment throughout the year.

Mock examination protocols

MYP mock examinations are held towards the end of MYP4, and again in February of MYP5 to familiarize students with the online examination platform and provide feedback. Mock examinations follow IB MYP examination procedures and examination durations.

DP mock examinations run at the end of DP1, and again in February of DP2. The mock examinations are paper based and follow the IBDP examination procedures.

Results of mock examinations are recorded in ManageBac and used as an extra point of data when determining semester and predicted grades for students.

Acknowledgment of authorship:

The current assessment policy is built on previous versions.

Date of review	Members of committee
2010 – original assessment policy created	
2013	
2015	Principals and coordinators
2019	Helen Sharrock - Principal Primary Mark Gardner - MYP coordinator Sayli Tongaonkar - Secondary Teacher

April 2023	Anne Bechara – P5 Homeroom Teacher Bhagyashree Bhave – Secondary English teacher Carla Swinehart – PYP coordinator Chantell Nawrocki – EY Homeroom Teacher Helen Sharrock – Primary Principal Jeff Underhill – Primary Counselor Joel Cohen – Director Jonathan Roberts – Secondary English teacher Jose Campillo – MYP coordinator Peter Clinton – Secondary History and TOK teacher Rajini Ramnath – Secondary learning specialist Vijeta Sinha – DP coordinator
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