



THE PUPIL INTERNATIONAL SCHOOL **MYP ASSESSMENT POLICY**

At The Pupil, our mission is to help children develop in all facets - physical, emotional, mental, social, and spiritual dimensions, to enable them to pursue their chosen path with confidence and success. We aspire to create future leaders rooted in universal ethical values, who can imbibe the best from values, morals, and modern technology to bring about positive changes to the world.

We believe that assessments are an integral part of our growth and are steppingstones to promote qualitative life-long learning in our students. Assessing a child's progress is a continuous process which promotes an inclusive approach for all stakeholders in the development of a child. It is used to provide information about student performance in areas of both strength and challenges.

Assessments also provide information on the efficacy of a programme. They focus on what the students know and understand; their abilities and feelings at different stages of the learning cycle, with the aim of assessment being to maximise the potential of each student.

The assessment process is transparent to allow students to build confidence in their abilities and take ownership of their learning achievements. Finally, our assessments provide opportunities that bring about the emergence of out-of-the-box thinkers, improved performances, demonstrations, and product development.

AIM

Students go through the process of learning by acquiring knowledge, understanding concepts, acquisition and mastery of skills, development of attitudes, and the required wherewithal to take the necessary action.

The aim of this policy is to ensure that assessment takes place regularly and is reflected in the program. It is to also make certain that assessment tasks and reporting are developed, implemented, and assessed collaboratively by teachers. Finally, it provides guidelines for assessment.

This helps maintain a varied approach to assessment, seeks to ensure continuous improvement of the teaching-learning process and ascertains that adequate assessments take place to facilitate authentic evaluation and reporting.



MYP ASSESSMENT TYPES

The Pupil follows three types of assessment in the MYP: diagnostic assessments, formative assessments, and summative assessments.

The diagnostic assessments, usually in the forms of quizzes, short writing tasks, discussions, etc, are done at the beginning of the session to gain understanding of the children's prior knowledge and level of ATL skills. For example, in the subject Language Acquisition, diagnostic assessments are conducted to gauge the level of the student in terms of emergent, capable, or proficient.

These assessments also enable subject facilitators to rework or modify the activities, learning strategies, and assessments planned for the unit, to ensure a better outcome in terms of understanding, involvement, and application of learning. Thus, it is important to understand that the unit plan created is dynamic and is just a means to an end, which is an effective teaching-learning process.

The formative assessments are methods of receiving feedback during the progress of the phase. That is, to gain understanding on the effectiveness of specific teaching strategies. These could be in the form of discussions, pop quizzes, reflective writing tasks, check points leading up to the summative assessment, research, etc.

These assessments, similar to the diagnostic assessments, also provide the subject facilitators with data to alter the processes followed for the unit. This can be the strategies used, the mode of communication, or choice of assignments/assessments such as PowerPoint presentations, reports, recordings, process journals, etc. These assessments give the facilitators the opportunity to expand the range of content or task specifications to give each child a fair chance to perform to the best of their abilities.

Summative assessments are those which assess the different aspects of the subject explored. This could be the knowledge, understanding, investigation, analysis, etc. They are aimed at determining the level of competency of a student based on a prescribed set of rubrics, at the end of the unit. These assessments are a part of every subject unit in MYP. It is important that they are aligned with the objectives of every subject. This ensures a consistency in the evaluation process and provides validation for progress, whenever it happens.



MYP ASSESSMENT CRITERIA & EVALUATION

The prescribed MYP subject group objectives are as follows (Table referred from MYP: From Principles into Practice)

Subject	Criterion A	Criterion B	Criterion C	Criterion D
Arts	Investigating	Developing	Creating/Performing	Evaluating
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Interdisciplinary (IDU)	Evaluating	Synthesising	Reflecting	
Language and literature	Analysing	Organising	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science

The IBO provides specific strands to test the competency under each criterion for every subject. These strands have different descriptors across various achievement levels such as 0, 1-2, 3-4, 5-6, and 7-8.

The objectives and criteria are provided for MYP year 1, 3, and 5. Assessments for MYP year 2 is based on year 3 criteria, and for year 4 is based on year 5 criteria. In this manner, the students in year 2 and year 4 will work towards the requirements and acquire the skills in a manner that is developmentally appropriate.



Assessments can be given in a form that best fits the situation and the chosen objective(s). They can be essays, GRASP tasks, case-studies, pen-and-paper tests, compositions, performances, presentations, etc. The MYP subject group guides and the IB programme resource centre, provide more information on the different types of tasks and their relevance to the criteria chosen.

At The Pupil, the following process of assessment and evaluation is implemented:

- The entire academic year is divided into 6 phases.
- In each phase, every subject unit covered will have summative assessments which are assigned based on the unit requirement and according to the subject criteria chosen.
- The aim of the assessment pattern, i.e., the number of summative assessments and the type, is to cover at least two different criteria during each unit of a subject, so that all strands of all the assessment criteria, for each subject, are addressed at least twice per year.
- At the end of the year the children will be evaluated and given a final achievement level indicator for each criterion, an MYP grade (which is calculated from the criteria total), and relevant remarks based on boundary level descriptors in accordance with the MYP assessment practices for each subject group.

In case of situations that lead to the student not submitting summative assessment work, such as, medical conditions or any emergency, the MYP pedagogical team will assess the situation and decide the alternatives to evaluate the child's performance. These include internal assessments that will indicate the child's proficiency of the subject and their aptitude for acquiring the skills.

The final achievement level provided is based on the discretion of the subject facilitator in consultation with the MYPC.

During each phase, subject facilitators will gauge the skill acquisition of each child based on their performances in tasks and assessments. This is to provide a holistic evaluation of the child during each phase of learning.

The summative assessments are evaluated based on the respective subject's criteria, each of which has achievement levels 0 - 8, with descriptors. IB has established MYP subject rubrics for year 1 (grade 6 equivalent), year 3 (grade 8 equivalent), and year 5 (grade 10 equivalent). Year 2 (grade 7 equivalent) are assessed based on a combination of year 1 and year 3 rubrics,



and Year 4 (grade 9 equivalent) are assessed based on a combination of year 3 and year 5 rubrics.

Apart from the assessment scoring, the child will also be evaluated on their level of skill acquisitions in the following order:

- BE – Below Expectations: The student’s progress against the ATL is below expectations.
- AE – Approaching Expectations: The student’s progress against the ATL is approaching expectations.
- ME – Meeting Expectations: The student’s progress against the ATL is meeting expectations.
- EE – Exceeding Expectations: The student’s progress against the ATL is exceeding expectations.

The children will be made aware of the acquisition of the explicit ATL skills that they will be assessed on. Also, they will be informed about the implicit ATL skills that they will acquire during the phase of learning.

To provide more clarity to the process of assessment and evaluation:

- The summative assessments are developed based on the objectives that will be assessed.
- The ATL skills are chosen based on the SA criteria strands.
- The ATL skill acquisition is assessed based on the learning experiences developed - formative assessments.
- The child’s progress in acquiring skills will in turn help them prepare and present their summative assessments during the conclusion of the phase.

This is as per the IB’s backward planning/design, and it encourages:

- (i) transparency of the learning, assessment, and evaluation process
- (ii) relevance and validity of the content taught and the context for exploration and learning

FORMS OF EVALUATION

Evaluation can be of the following methods:

- a) Self-assessment: Reflective written statements on a topic, presentation, methodology followed for problem-solving, and overall assessment of progress during a phase of learning.



- b) Peer-assessment: Grading the work of peers based on prescribed rubrics, sharing ‘two stars and a wish’ - a method of giving constructive and positive feedback, and carrying out a Q&A session on presentations, models, etc.
- c) Facilitator-assessment: Subject facilitators grade the work of the students based on the task expectations and rubrics and provide valuable and constructive feedback. It is important for the facilitator to understand the context of the student’s work and evaluate accordingly.

DIFFERENTIATION AND ACCOMMODATION

Students with different learning needs will be provided with differentiated tasks to ensure inclusive learning. The differentiation will not hinder the learning process, nor dilute the context. It is to provide a platform for the child to exhibit their entire range of skills by reducing or removing the obstacles faced by the student with learning support requirements. The adjustment may involve changes to the output or the mode of communication/ presentation, but the learning objectives and outcomes will be maintained.

This assessment policy is aligned with the MYP Inclusion Policy and the school’s philosophy to further spread awareness on the methods followed by The Pupil to promote inclusivity.

ASSESSMENT REPORTING

The reporting of student’s progress will be carried out using the following information:

- MYP Achievement Level (0 - 8) for each criterion assessed, for each subject group
- MYP Grade (1 - 7) - based on the boundary guidelines (ranges between 0 - 32) which is acquired based on the sum of all criteria achievement levels
- Local letter grade conversion table (A+, A, B+, B, etc.) – as an option for parents
- ATL Skill indicator - to report the level of skill acquisition
- Remarks - to summarise the child’s performance

GRADE LEVEL DESCRIPTORS

*MYP Achievement Levels are from 0 - 8, for each subject criterion (A to D). The MYP Grade is based on the MYP boundary guidelines which is a range calculated from the subject criteria total (32). This is as per the MYP: From Principles into Practice Guide



BOUNDARY GUIDELINES	MYP GRADE	SCHOOL GRADE
28 - 32	7	A+
24 - 27	6	A
19 - 23	5	B+
15 - 18	4	B
10 - 14	3	C+
6 - 9	2	C
1 - 5	1	D

The format of the report has been designed in such a way that, given the case of a child's transfer to another school, the report will be valid for the transfer process.

PARENT-TEACHER-STUDENT CONFERENCE

The aim of the parent-teacher-student conferences is to share information with both the students and parents, while also gaining a better understanding of the context of each child's performance or progress in class.

These meetings happen at the end of every phase, and it allows the parents and the students to interact with all the subject facilitators and even the MYPC, if required. The student-parent-teacher meetings are designed in a formal manner for all the stakeholders in the learning process to join the conversation on how to help the learner develop.

During these conferences, the student shares what they have done during the phase, the areas of strength, and areas where they require help and need to improve. Then the parent/guardian shares what they have observed in terms of the student's activities at home and outside the school. The teacher then shares anecdotes, and information about the student's learning needs and progress. The child's daily routine, mental, and physical health is also discussed, in their presence, to ensure that both the teachers and family are on the right path of helping the child grow in all aspects.

POLICY REVIEW PROCESS:

The Assessment Policy Committee comprising the Director, Principal, MYPC, and subject specialists will meet once a year to review the policy.

Last Review done in: March 2023

Next Review in: March 2024