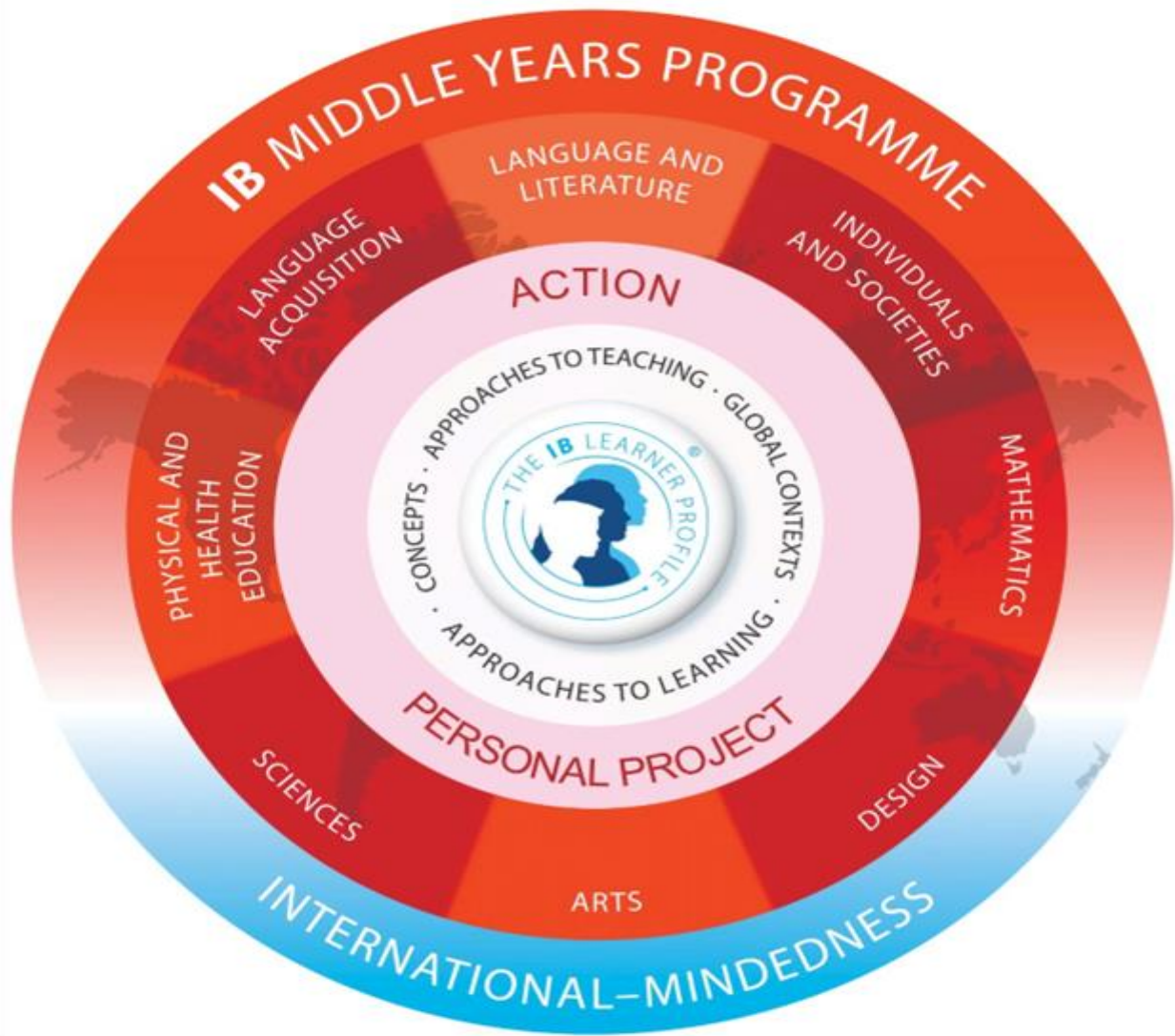




SHAMBHU DAYAL GLOBAL
SCHOOL

SDGS 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.

SDGS MYP MISSION STATEMENT

To build inquisitive learning with decisions that develop integrity, responsibility and enhance skills with honesty in knowledgeable and caring young people who connects with each other globally and respect others culture.

IB Learner Profile

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.

SDGS, in support of the **IB Learner Profile** and our IB curriculum, also champions the aims and goals of the **International Baccalaureate Mission**:

CONTENT

1. Assessment Philosophy
2. Principles of Assessment
3. Purpose of Assessment
4. Purpose of Assessment Policy
5. Communicating the Assessment Policy
6. General Assessment Practices
7. Assessment in the Middle Years Programme
8. Review
9. Bibliography

Assessment Philosophy

At SDGS we believe that assessments provide data and allow for analysis regarding student performance. They identify what the student knows, understands, can do, applies and reflects upon at different stages of the learning process.

Principles of Assessment

SDGS recognises that teaching, learning and assessment are fundamentally interdependent. We are guided by the following principles:

- Assessment should be holistic and analytical (diagnosis of strengths and areas of improvement).
- As students have differing learning styles, different cultural experiences, expectations and needs so a range of assessment strategies and tools should be adopted.
- Assessment should be varied (facilitator, self, peer).
- Assessment process should be transparent to allow students to build confidence in their abilities and take ownership of their learning achievements involve students performances, demonstrations, and product development. It should often involve real-world skills that encourage collaboration, critical thinking, and problem solving.

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.

Process for Standardization of Assessment Scoring:

Grade Level and subject area teams gather samples of student work on a variety of assessments and compare scores in order to standardize scoring on such assessments. Additionally, teachers collaborate to design summative assessments and assessment options that are utilized in schools across the programme. This process of standardization of assessment tools and scoring is ongoing among MYP teachers. The process of standardization is revisited by MYP Coordinators at least once per year.

Essential components of assessment

The assessment component in the school’s curriculum can be divided into four closely related areas

- o Assessing – How we discover what the students know and have learned
- o Recording – How we choose to collect and analyze data
- o Reporting – How we choose to communicate information
- o Reflecting – How a feedback loop can impact student learning

Assessment format

Written assessments	E-portfolios /Process Journal
Language and Literature	Language Acquisition
Mathematics	Arts
Sciences	Physical and Health Education
Individuals and Societies	Design

Pre-Assessment

- ❖ Assists the teacher in planning learning activities for the unit
- ❖ Activates prior knowledge
- ❖ Accesses what students want to learn about
- ❖ Prior knowledge will be checked by the teachers.

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, labs, oral presentations, quizzes and tests, peer and self assessment). Developmental Workbooks, Digital Portfolios, and Process Journals may also be used.

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

Assessment criteria of each subject group:

LANGUAGE ACQUISITION

Assessment for language acquisition in all years of the programme is criterion-related, based on four equally weighted assessment criteria:

Criterion A	Listening	Maximum 8
Criterion B	Reading	Maximum 8
Criterion C	Speaking	Maximum 8
Criterion D	Writing	Maximum 8

DESIGN

Assessment for design courses in all years of the programme is criterion-related, based on four equally weighted assessment criteria:

Criterion A	Inquiring and analysing	Maximum 8
Criterion B	Developing ideas	Maximum 8
Criterion C	Creating the solution	Maximum 8
Criterion D	Evaluating	Maximum 8

ARTS

Assessment for arts courses in all years of the programme is criterion-related, based on four equally weighted assessment criteria.

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Developing skills	Maximum 8
Criterion C	Thinking creatively	Maximum 8
Criterion D	Responding	Maximum 8

MATHEMATICS

Assessment for mathematics courses in all years of the programme is criterion-related, based on four equally weighted assessment criteria.

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Investigating patterns	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	Applying mathematics in real-life contexts	Maximum 8

SCIENCES

Assessment for sciences courses in all years of the programme is criterion-related, based on four equally weighted assessment criteria:

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Inquiring and designing	Maximum 8
Criterion C	Processing and evaluating	Maximum 8
Criterion D	Reflecting on the impacts of science	Maximum 8

INDIVIDUAL AND SOCIETIES

Assessment for individuals and societies courses in all years of the programme is criterion-related, based on four equally weighted assessment criteria:

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Investigating	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	Thinking critically	Maximum 8

PHYSICAL AND HEALTH EDUCATION

Assessment for physical and health education courses in all years programme is criterion-related, based on four equally weighted assessment criteria:

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Planning for performance	Maximum 8
Criterion C	Applying and performing	Maximum 8
Criterion D	Reflecting and improving performance	Maximum 8

LANGUAGE AND LITERATURE

Assessment for language and literature in all years of the programme is criterion-related, based on four equally weighted assessment criteria:

Criterion A	Analysing	Maximum 8
Criterion B	Organizing	Maximum 8
Criterion C	Producing text	Maximum 8
Criterion D	Using language	Maximum 8

Subject groups **must** assess **all** strands of **all** four assessment criteria **at least twice** in **each year** of the MYP.

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.
- ❖ Reported MYP scores 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 MYP 1, 2 and 3 assessment criterias appropriate to students' year in the programme.
- ❖ MYP 2 teachers use the MYP 3 assessment criteria consistently.
- ❖ MYP scores are awarded according to how well the student has demonstrated mastery of the published criteria, using the subject area teacher's professional judgment along with student evidence. Final scores are not determined by averaging summative performance scores over the year; using single pieces of work to determine final grades; or determining MYP grades by combining homework, classwork, and test grades.
- ❖ Assessment criterias are designed by the IB and made task -specific by the teacher (possibly collaboratively with students) as the evaluation tool for formative and summative assessments and are created before the unit is taught (and possibly modified based on student input). They provide students with the criteria before the assessment task is assigned and contain specific descriptors. Assessment criterias are intended to provide the learner with feedback when annotated by the instructor.

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:

- MYP Hand Book
- Communication of class- specific information: ERP & Student Assignment Notebooks
- Teacher and/or Counsellor e-mails, phone calls, and meetings
- Progress Reports
- Parent/Teacher Conferences (per month)
- Report Cards SA1, SA2, SA3, SA 4, SA 5, SA 6

Grading Policy:

Each subject area teacher's grading policy and curriculum materials will be communicated to parents at the beginning of the school year. End- of -Semester MYP Reporting 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 1--8 scale.

Review: This policy is reviewed as part of the school's annual review cycle. It is shared and discussed with all staff in the Inset at the beginning of every academic year.

Bibliography

- MYP: From Principles to Practice (For use from April 2022 to March 2023)

Initial Committee: Principal, MYP Coordinators.

First Draft – Jan 2022

Updated : March 2022

First Review: June 2022

Second Review: October 2022

Reviewed : 21.2.23

Reviewed :15.3.23

Latest reviewd : 27.4.23