



Assessment Policy

Mission Statement

Our mission is to develop a lifelong learning community, encouraging individuals to explore their identities and roles as local actors and global citizens.

LGSi believes in a holistic approach towards learning through inquiry, expression and reflection by providing opportunities to develop and enhance the learning community as well as each learner's strengths.

Philosophy

At LGSi, assessment is:

- **Authentic** - with a focus on helping students show what they have learned in meaningful real-life situations that the students can relate to
- **Differentiated** - using a range of tasks and tools appropriate to students' varied learning styles and abilities
- **Balanced** - combining formative and summative assessment, emphasising on processes as well as final outcomes
- **Explicit** - based on clear criteria that is shared with students
- **Reflective** - including student self-assessment as an essential element
- **Informative** - feeding into planning, teaching and curriculum review

Detail

At LGSi, assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes and the decision to take action. MYP and DP assessment requires

teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme.

Assessment involves the gathering and analysis of information about student performance and should be used purposefully to inform both teaching and learning. The quality of assessment practices has a direct impact on the quality of student learning, both academic achievement and personal development. LGSi assessment practices follow IB programme guidelines in order to ensure consistency and coherence amongst teaching grade levels and subject areas.

1. The school communicates its assessment philosophy, policy and procedures to the school community.
2. The school uses a range of strategies and tools to assess student learning.
3. The school provides students with feedback to inform and improve their learning.
4. The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
5. The school analyses assessment data to inform teaching and learning.
6. The school provides opportunities for students to participate in, and reflect on, the assessment of their learning.
7. The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the PYP exhibition, the MYP personal project, and the DP extended essay.

Assessment Methods

All assessment and its record is based upon the IB philosophy. The school uses different types of assessment to support students' learning process:

Pre-Assessment

Students' prior knowledge, understanding and skills are the starting point for teaching and learning. Teachers use the information gained from pre-assessment to adjust their plans and tailor their practices to meet the needs of all students.

Formative Assessment

Ongoing informal assessment is a continuous process throughout each lesson and each unit. Teachers use the information gained from formative assessment to adjust their practices to cater to students' differing rates of progress and to provide feedback to students to promote further learning. This is sometimes referred to as '*assessment for learning*'.

Summative Assessment

Summative assessment is the culmination of the teaching and learning process, usually taking place at the end of a unit. Teachers use the information gained from summative assessment to

measure students' levels of performance against the learning objectives specified for the unit. This is sometimes referred to as '*assessment of learning*'.

Student Reflection and Self-Assessment

Student reflection and self-assessment is fundamental to helping students improve by understanding and taking responsibility of their own learning. Both informal and formal means of student reflection and self-assessment are therefore built in formative and summative assessments. This is sometimes referred to as '*assessment as learning*'.

Peer and group assessment

Tasks in which students actively evaluate each other's learning by providing feedback.

Measurement tools & Assessment tasks

A number of assessment tools are in place so that students can build upon their knowledge and understanding. These tools identify the focus of an assignment and clarify each task and its success criteria.

Assessment strategies help answer "How will we know what we have learned?". The range of approaches selected provides a balanced view of the student.

Rubrics: Established sets of criteria used for grading student's tests, portfolios or performances. The descriptors tell the student and the assessor what characteristics or signs to look for in the work and how to rate the work on a predetermined scale. Rubrics can be developed by students as well as by teachers.

Benchmarks/Exemplars: Samples of student work that serve as concrete standards against which other samples can be compared and judged. Benchmarks/Exemplars can be used with rubrics. Benchmarks should be appropriate and usable within a particular school context.

Checklists: Lists of information, activities, data, attributes, or elements that should be present in the task delivered by the student.

Observations: All students are observed regularly with a focus on the individual, the group, and/or the whole class.

Anecdotal records: Brief, written notes based on observations of students. These records are systematically compiled and organized and are used as evidence of student learning.

Class assignments, test/exam results: Scores that provide data to allow teachers to identify students' specific knowledge and understanding; track student progress and achievement; better support students' further learning; and evaluate, plan and develop the curriculum. These tools

provide an overview of knowledge gained over a set period of time. Both internal and external tests are used.

Performance based assessment: Students are presented with a task or real-life challenge that requires the use of a repertoire of knowledge and skills to accomplish a goal. This type of assessment entails the thoughtful application of knowledge and understanding, has an identified purpose or audience, an established criterion and requires the development of an authentic product or performance.

Approaches to Learning skills assessment: Evaluations of students' research, thinking, communication, self-management and social skills. The focus is on the process and skill application rather than on the product. These skills are regularly observed and recorded in real contexts.

Open-ended assessments: Students are presented with a challenge and asked to provide an original response.

Portfolios: An ongoing, purposeful collection is composed of selected student work and is designed to demonstrate growth, understanding, creativity and reflection.

Grade level teachers use common assessment types, tools and strategies within the same area of learning.

PYP

An essential element in the PYP is assessment as a tool to guide instruction in a positive and meaningful manner. Each unit begins with an initial assessment to gauge students' prior knowledge and skills. The teaching and learning cycle utilizes relevant and authentic information derived from a wide range of formative assessments. Students are taught to be competent at self-assessment and their reflections are an integral part of their learning process. At the end of the units, students are asked to reflect on their experiences and make contributions to their portfolios.

Recording and Reporting Student Assessment

Students and teachers keep records of assessments to document academic performance, learning goals and reflection, and to keep evidence of learning, using various formats, such as:

Digital Portfolio - The purpose of a student portfolio is to help students reflect on their learning, to show growth over time as well as to show development of the whole child both inside and outside of the Program of Inquiry in all subject areas. The portfolio is student-driven and allows all those involved in the learning process to see a true picture of the child. It also helps the teachers reflect, assess and teach.

Learning Journals and Logs - The purpose of learning journals is to record reflections and feedback of student learning

EY Reporting

Teachers add their interpretation of the child's Learner Profile attributes and Approaches to Learning skills. This generally is formulated by the adult to highlight what the child can do and is doing rather than what they can't do. It is a formative assessment in the Early Years.

Mid-Year Reports - Written in December and are a narrative that documents learners knowledge, conceptual understanding or ATL skills and Learner Profile attributes. They include developmental stages.

End of Year Reports - Written in June and are a narrative that documents learners knowledge, conceptual understanding or ATL skills and Learner Profile attributes. They include developmental stages. They are not an average of student learning throughout the year.

Written Report Card in the PYP (1-5)

The purpose of the written report card is to communicate student progress and development as IB Learners.

Mid-Year Reports - Written in December and are a summary of the child's progress to date. They include developmental stages, and a written narrative.

End of Year Reports - Written in June and are a summary of the child's progress through the year. They are not an average of student learning throughout the year.

Conferences - Students' learning goals are presented during the parent-teacher conferences in October. Student-led conferences take place in March. Students share with their parents what they have done within the transdisciplinary themes across subject areas.

Exhibition PYP 5- Takes place in spring. Students engage in an in-depth, collaborative inquiry. They synthesize and apply their learning of previous years and reflect upon their journey throughout the PYP. The purpose of the exhibition is to unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP.

Learning Management System - LGSi LMS is used to record and manage student assessment data.

MYP

Assessment is an essential approach to monitoring student learning. Students participate in assessment for, as and of their learning. For subjects, students are assessed in relation to four criterion objectives for each of the nine subjects they take. Task descriptions are presented to students in student-friendly language, however, achievement levels are determined using the IB prescribed and currently published assessment criteria. Teachers evaluate final grades by

assessing each individual student against each assessment criterion a minimum of two times over the course of the school year. Data from formative work and summative assessment achievement levels are used to determine a student's final grades through the MYP 'best fit judgement' approach. Students are also evaluated on the development of their approaches to learning skills, and participation in service learning. Formative assessments take place throughout a unit of work and students receive formal feedback from their peers and teachers at least once during the unit. Teachers provide feedback on tasks submitted to ensure student growth. Formative assessments take place to prepare students for the final summative assessment, or final unit task. Students must meet deadlines for all work.

Important Notes: Students studying for the CIE exams will be assessed on Cambridge grading system for Pakistan Studies and Islamiat, to meet the national equivalence requirement.

Personal Project in MYP 5

Students engage in an in-depth, independent inquiry into a topic and product of their choice. Each student is assigned a supervisor to support them through the entire process. Students defend their project as 'highly challenging' through a 3500-word report which documents the project cycle. Throughout the project and in the report, students consolidate their understanding and experiences during the MYP. Students reflect upon their enhanced understanding of the topic studied, themselves as learner and the development of their IB learner profile attributes.

Prior to submitting the report, students participate in an exhibition of their projects during the Personal Project Exhibition event, early each spring. The purpose of the exhibition is to unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the MYP.

Recording and Reporting Student Assessment

Summative Assessments of Learning - Teacher feedback and achievement levels on student summative assessments are recorded and filed on LMS.

Formative Assessment for Learning and as Learning - Formative tasks and feedback are stored as determined by each subject teacher and grade level advisor, as appropriate. Student work may be found on both physical and virtual platforms including, but not limited to:

- Art and Design process journal
- Google drive
- Youtube videos, blogs and other digital platforms
- LMS, among others

MYP Progress Reports - Prepared in October, these reports provide an indication of students' efforts and development of ATL skills. In addition, teachers may share achievement levels on completed summative assessments, although this is not likely at this early point in the school year.

MYP Mid Year and End of Year Reports - In December and June, respectively, all subject groups report best fit judgement grade in relation to an evaluation of each of the assessment criteria. In the reports, teachers also indicate student effort and development of ATL skills. The reports also include students' reflections upon their term goals.

Student Led Conferences - This reporting method develops student confidence and agency in response to their learning. Through the conference, students deepen their understanding of the core elements of the MYP, enhance their communication skills, reflect upon and set goals for their learning.

External Examinations - Students in MYP 5 undertake formal assessments coordinated by external bodies.

DP

The Diploma Programme differs from the other IB Programmes as the majority of summative tasks are assessed by external examiners. Assessment for all DP tasks are criterion-related. As part of the IB Diploma, students participate in six subjects of study, as well as completing the core elements of Theory of Knowledge (TOK), Creativity, Activity, Service (CAS) and the Extended Essay (EE). These core elements are integral parts of the Diploma Programme assessment.

The Diploma Programme teachers schedule assessments throughout the year on one centralized calendar, called the internal assessment calendar, so that teachers and students are aware of, and respectful of, assessments in the Programme as a whole. DP students' understanding is assessed at the end of the course and assessments are based on the whole course, not just aspects of it.

In agreement with the principles of IB, assessment in DP subjects is implemented in a variety of forms:

Formative assessment - is used by teachers to identify those areas that are in need of additional focus. Additionally, its results are essential for informing students on their academic progress. These can be in the form of quizzes, tests, essays, written tasks, presentations, etc. Teachers keep record of the formative assessment results on the LMS. Frequency of formative assessment varies depending on the unit and subject.

Internal assessment (IA) - is a specific form of summative assessment. Its nature varies from subject to subject. DP Internal Assessment tasks are assessed by the teacher and moderated externally. The moderation process is described in DP subject guides. Internal Assessment is criterion-based, that is the students success in completing a task is evaluated against a set of published criteria. The criteria for each subject can be found in the relevant subject guide. Teachers share the criteria with their students early in the course, when introducing the IA. The students should use the criteria regularly while working on their assignments.

Summative assessment - takes place at the end of each semester both in year 1 and year 2 of the programme. The exam questions encompass most of the topics covered till that time. The format of the exam is close to that of the IB DP summative assessment.

Mock exams - are held at the end of the third semester of the programme while the final DP Examinations are held in spring of the fourth semester of the programme. Examination conditions are explained to students before the examination period, and all IB guidelines for administering these examinations are strictly followed.

DP final exams - are administered following mandated IB DP procedures and are held in May. Retakes are held in November, if required. All subjects have Internal Assessment components which are subject to moderation by external examiners. Students with identified learning difficulties are granted inclusive access arrangements (e.g. additional time, assistive technology, etc.) for all assessments in one or more subjects throughout the year.

External Examinations - Students in DP 2 undertake formal assessments coordinated by external bodies.

Theory of Knowledge (TOK) Criteria for Essay
IB criteria are used to assess TOK.

Creativity, Activity, Service (CAS)

IB CAS progress portfolio and project reports are used to assess completion of CAS requirements.

Extended Essay

IB criteria are used to assess EE.

Recording and Reporting Student Assessment

The Written Report - Progress Reports are written at the end of the first semester and record assessment feedback. A Summative report is written at the end of the second semester. These are comprised of written comments about work covered, progress made, the student's attitude and grades.

Conferences

Parent-teacher conferences - Teachers use this opportunity to discuss student progress, to address any concerns and to help define the role of the parent in the teaching and learning process.

Student - led conferences - Given that students are at the centre of their learning and assessment, they are also involved in the process of reporting their achievements.

Related documents

LGSi progress report

Making the PYP Happen

MYP: From principles into Practice

MYP subject-group guides

Bibliography

Principles into Practice, Assessment, 2019

IB continuum Assessment Policy and procedures, ISH, 2020

Version History

Version	Year	Edits
6	2015	Edited by previous school management
6b	2015	Edited by previous school management
6e	2016	Edited by previous school management
7	2021	Edit to reflect the new school mission statement, addition of practices and procedures