Zhuhai International School MYP Assessment Policy

Zhuhai International School recognizes that teaching, learning and assessment are interdependent. Assessment tasks should be viewed as an integral part of the learning and reflection cycle. We understand that students have differing learning styles and needs. We also realize that some students perform differently according to the context of learning.

1. Purpose for assessment:

a. Assessment supports and encourages effective teaching and learning.
b. Assessment determines the learners' levels of understanding, using both formative and summative assessment.
c. Assessment must meet the needs of students at particular ages and stages of development.
d. Assessment should aim to align with ZIS' 'I CARE' (Interesting Challenging Achievable Relevant Engaging) approach to teaching and learning

2. Principles of assessment:

a. Assessment is key to planning, teaching, and learning.
b. Assessment practices are clear to all members of the community [teachers, parents, and students]
c. Through such transparency and other assessment practices and procedures, all students are clear about how, and therefore have the opportunity to, succeed in assessments.
d. There is a balance between formative and summative assessment.
e. There are opportunities for both peer and self-assessment.
f. There are opportunities for students to reflect on their own learning.
g. Before starting new learning, teachers assess students' current knowledge and experience.
h. Teachers provide students with feedback so that students understand their performance and grades, for the given task and for future learning.
i. Reporting to parents is meaningful.

3. Assessment practices:

a. Teachers will use a variety of assessment strategies and tools to provide feedback on the learning process. The I CARE approach is the guide here.
b. Teachers will organize relevant assessment and reporting procedures according to the objectives of the MYP programme.
c. Teachers will make professional judgments based on the prescribed MYP assessment criteria as defined in the subject guides.
d. Teachers will incorporate multiple forms of assessments that are adapted to the learning objectives for each subject. Subject guides offer some suggestions in this respect
e. Teachers will ensure student exposure to relevant assessment modes used in the Diploma Programme and IGCSE
f. Teachers will use assessment rubrics with task-specific descriptors for all Summative Assessments

g. Non-subject-specific criteria may be developed and added to an assessment task (such as an element of the ATLs)
h. Year 10-11 students will use the Criteria published in the subject guide, Year 8-9 will use Interim Year 3 Criteria, and Year 7 will use Interim Year 1 Criteria
i. Rubrics, anecdotal records, marked-up student work, portfolios, and verbal, written and audio feedback will be used to record students' responses and performances as a means of authentic assessment.
j. Task sheets, exemplars, checklists, learning activities, and other verbal, written and audio modes are ways that assessments will be supported
k. Teachers will aim to assess each Criteria at least twice per semester
l. Each Unit will have a Summative Assessment, and each subject will have from 4 units (i.e. PE, Art, Design Technology, Music) up to 8 units per year.
m. Summative assessment tasks will allow the demonstration of achievement against objectives and the highest grades to be met. The may offer an opportunity to directly address the Unit Question and assist in the Significant Concept being gained
n. Specific moderation of tasks occurs within faculties will take place where possible and practical

4. Assessment Procedures

a. Formative Assessment

Formative assessment is a feature of all teaching and learning in the MYP and is viewed as a necessary and important part of the learning process.

By assessing students as they engage with subject content, teachers identify student learning needs in order to better inform the learning process. Essentially, the teacher prepares learning experiences for the learner with the purpose of extending their knowledge and understanding, and developing their skills and attitudes. For assessment to be effective, direct interaction between teacher and student is essential. In so doing, teachers will gain a better understanding of their students' needs and development, including their misinterpretations, and can provide further experiences to extend learning. All assessments must allow for timely feedback to students on their learning and their processes of learning.

Assessment in the MYP should not be confined to the final part of a learning period, such as a unit of work.

It should be planned in the first stage of creating an MYP unit of work and used throughout it. Assessments will take place frequently and will be designed to extend student learning. These can be planned from the start of a unit, although they will be liable to change as the teacher engages with students to determine the next stages of learning.

b. Summative Assessment

Summative Assessments:

   i.   Are summative of an MYP unit of work
   ii.   Are developed and specified in the initial stage of Unit Planning, and will align with the Significant Concept, Unit Question, AOI and objectives.
   iii. Will use Assessment Rubrics with Task Descriptors, based on the Criteria in subject guides
   iv. Will be supported by Task sheets, in-class explanation, rubrics, resources as specified and exemplars where relevant
   v.   Are a major means of reporting academic progress to students and parents

Examinations:

   vi.   Will be held towards the end of each academic for all year levels, excepting Year 11 (IGCSE exams) and Year 13 (IB-DP exams).
   vii. Will be graded as Summative Assessments, against Criteria specified on the exam, and reported on accordingly
   viii. In the following subject domains:
         a. Language A
         b. Language B
         c. Mathematics
         d. Science
         e. Humanities

ManageBac procedures to support assessment:

   ix.   ManageBac can be used to report on Formative and Summative tasks. Once teachers have created an Assessment Rubric for a Summative Assessment they will:
         a. Attach it to the relevant Task in ManageBac
         b. Have students download this and submit it to their individual dropbox
         c. For each student, indicate on this rubric the Task Descriptors achieved by highlighting them, and make comment
         d. Students and parents can access this graded rubric in students' ManageBac accounts
         e. In setting up the task, teachers should delete the printed Criteria description and replace with '*Refer to rubric'*.

See 'Appendix 1' for instructional details on this procedure

ManageBac does not have to be used for grading rubrics. This can also be done by hand in paper form and handed to students.

5. Reporting

a. Grade book in ManageBac ('Profile' for students')

Gradebook offers continuous academic progress reporting. Each Task should have Grades and Comments added. It is useful to view Gradebook as a stand-alone summary, rather than have parents and students contextualize grades and comments by opening relevant documents on other pages of ManageBac. To this end, in Comments:

1. Paragraph 1:
   - brief description of the task.
2. Paragraph 2
   - Teacher comments/feedback on student's performance in the task
3. Paragraph 3
   - Refer student/parent to 'marked-up' or annotated rubric. Describe reflection process.

See Appendix 2 'Comments in Gradebook (Profile)'

b. Semester reports

i. Are completed twice per year, in January and June
ii. Include:
   a. A 'best fit' grade summary of each student's achievement in each Criteria in each MYP subject (*refer to 'Principles into practice' for elaboration on 'best fit'*)
   b. An MYP subject grade, based on the cumulative Criteria scores and programme-wide grade boundaries
   c. A summary of the student's Approaches To Learning development against the Student Learning Expectations continuum (see 'ZIS Areas of Interaction continuum' document)
   d. A brief comment from subject teachers, summarizing the Semester's Gradebook feedback
   e. A general comment from Homegroup teachers regarding pastoral issues and notable academic and non-academic achievements

6. The role of student ePortfolios

The aim of student ePortfolios is to provide a record and reflection upon, learning, that is

1. subject-specific
2. program-specific (eg Community & Service)
3. learning-specific (ATLs).

Its role in assessment concerns points 1 and 3, and should show significant work in a subject and reflection upon the learning in that unit and subject.
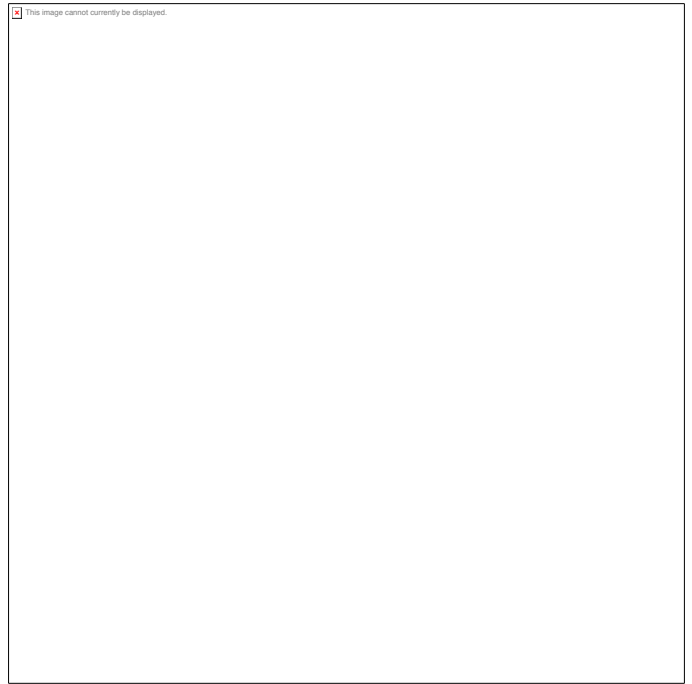
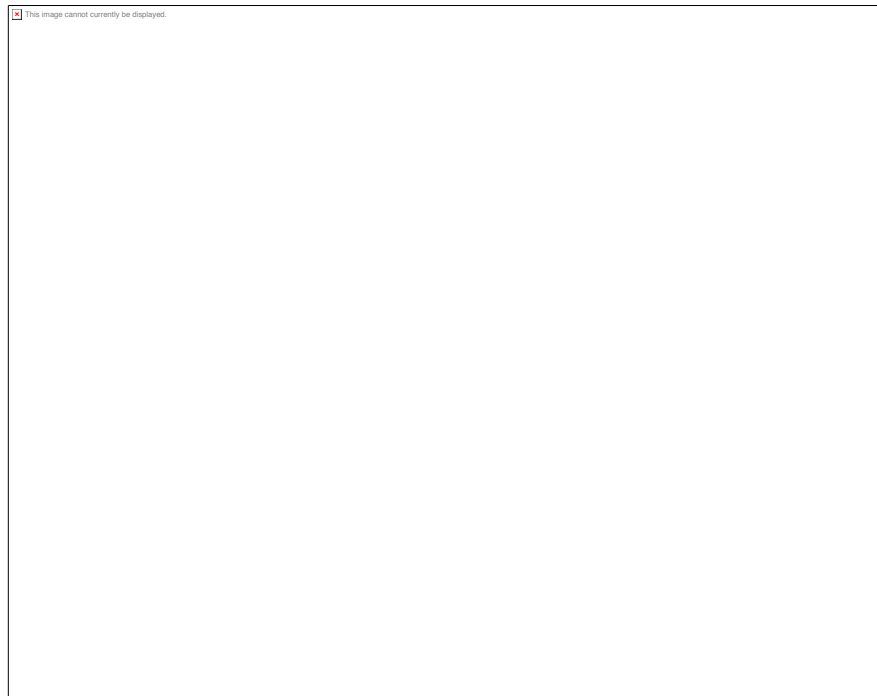Students' ManageBac accounts hold all assessment results.

Appendix 1:

Assessment & ManageBac
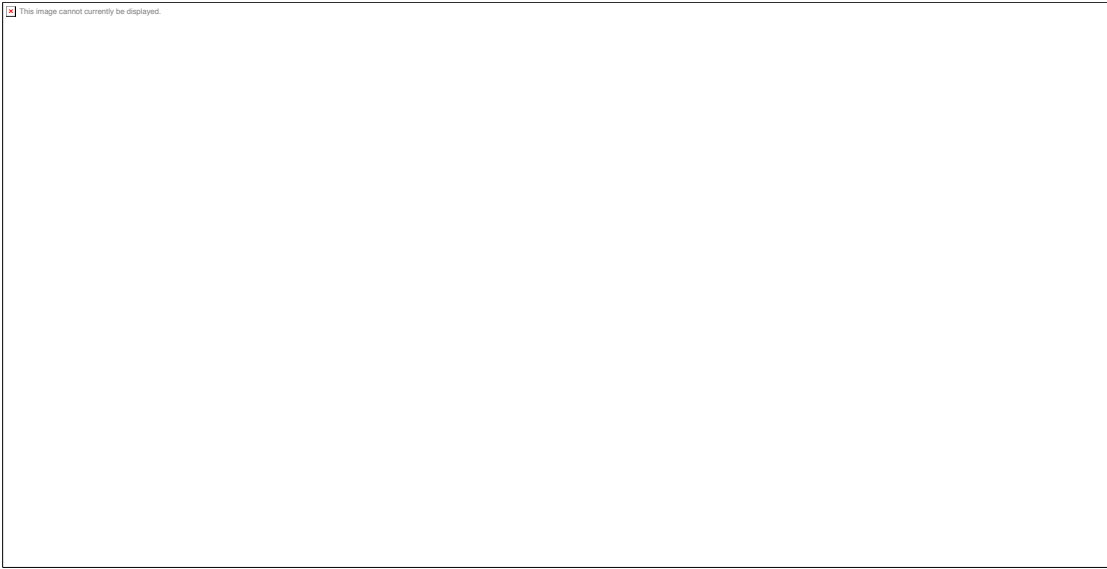
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2. Attach it to your Task.
3. Have students submit it n their Dropbox
4. Open and edit with Highlights & Text
5. Students can access this in MBac

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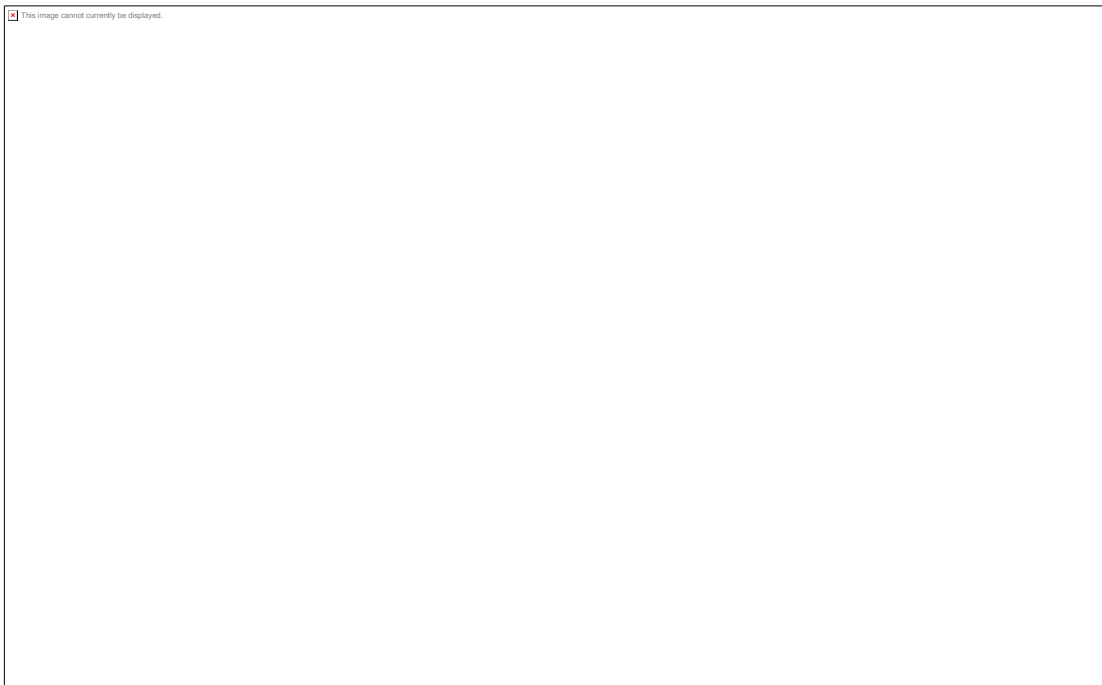
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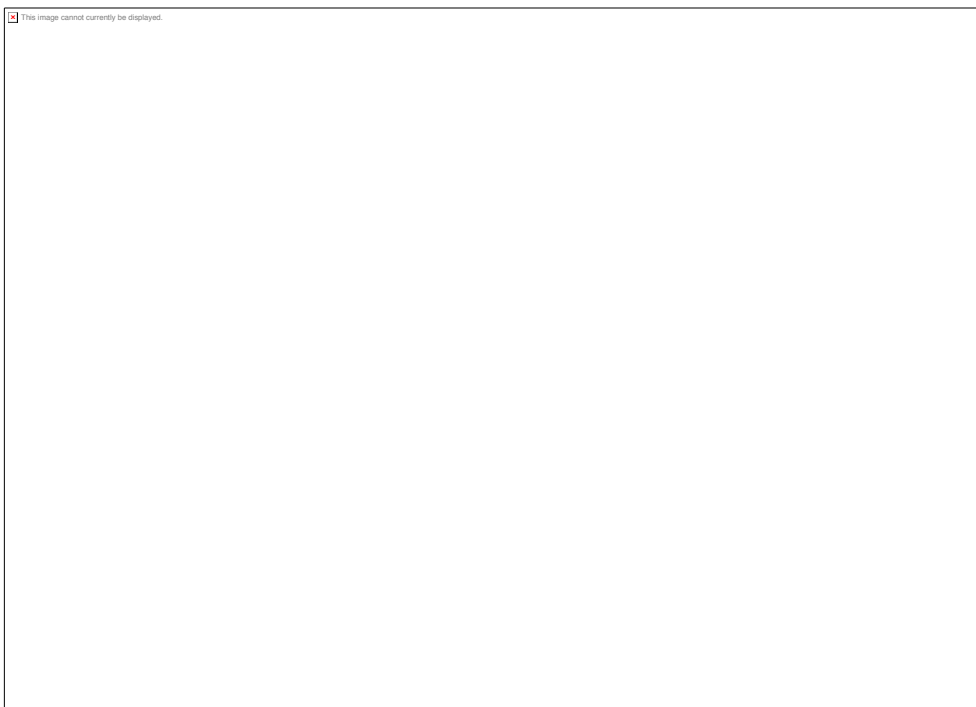
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5. Students can access this in MBac

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How it looks to students:

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Appendix 2:

Comments in Gradebook (Profile)

What should be seen in a student's Profile *(Gradebook for us, Profile for them)*:

This is about students' continuous academic progress. When each subject is expanded we should see:

1. Task
2. Grade
3. Comment

These comments form a continuous report. It is useful to view this as a 'stand alone' rather than each time having to contextualise comments by opening relevant assessment documents. To this end:

1. Paragraph 1:
   a. A brief description of the task.
2. Paragraph 2:
   a. Your comments/feedback
3. Paragraph 3:
   a. Refer student/parent to 'marked-up' or annotated rubric. Describe reflection process.

For example:
Teacher's view:

Student view:

What tasks should be in Gradebook:
- Summative Assessments
- Formative Assessments that are commented upon