New Vision International School

Assessment Policy

2019-2020

PYP Assessments Policy Contents

PYP Assessment Policy

<u>PYP Assessment Perspective:</u>

Assessment is the gathering and analysis of information about student performance. It identifies what students know, understand, and can do and feel at different stages in the learning process.

Assessment is integral to all teaching and learning. It is central to the PYP's goal of thoughtfully and effectively guiding children through the five essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastery of skills, the development of attitudes, and the decision to take responsible action.

Everyone concerned with assessment – children, teachers, parents, administrators, and board members – must have a clear understanding of the reasons for the assessment, what is being assessed, the criteria for success, and the method by which the assessment is made.

Both children and teachers will be actively engaged in assessing student progress as part of the development of students' wider critical thinking and self-evaluation skills. Teachers will also be concerned with evaluating the efficacy of the program.

The PYP describes the taught curriculum as the written curriculum in action. Using the written curriculum, and in collaboration with colleagues and children, the teacher generates questions which guide structured inquiry and instruction. These questions address the eight key concepts which help lead to productive lines of inquiry. Assessment focuses on the quality of student learning during the process of inquiry and instruction and on the quality of the products of that learning. Assessment is, therefore, integral to the taught curriculum. It is the means by which we analyze student learning and the effectiveness of our teaching and acts as the foundation on which to base our future planning and practice. It is essential to our goal of guiding the child, from novice to expert, through the learning process.

2-Purposes of Assessment

The purposes of assessment are to:
- promote student learning
- provide information about student learning
- assist in the evaluation of the Program of Studies.

Promotion of Student Learning

Effective assessment will:
- support student learning by highlighting areas of strength and giving feedback to assist further growth
- provide students with the opportunity to assess their own work and progress
- encourage students to take pride in what they do
- give students a sense of purpose
- make students accountable.

Provision of Information about Student Learning

Effective assessment will:
- find out what students know and can do
- show how well students can apply what they know
- show whether or not students can reflect on what they know
- measure students' ability to inquire
- show what students remember and understand of what has been taught, done, explored, or discussed in class
- reveal areas in which students are experiencing difficulties
- determine the interest level of students
- help the teacher understand how individual students think
- monitor students' performance and progress over a period of time
- provide data to support discussions with parents and colleagues about student progress
- indicate how a student is performing in comparison with others in the group
- help teachers evaluate whether students are keeping pace with age-appropriate cognitive development.

Program Evaluation

Effective assessment will:
- determine whether specific skills are being mastered
- identify areas that require further instruction/practice/explanation
- reveal which activities lead students to actually learn what they are supposed to learn
- determine if particular strategies used by teacher have been effective in developing understanding of a concept
- allow insight into students' methods of thinking and problem-solving
- allow teachers to reflect on the effectiveness of their previous planning
- give a focus to future planning and teaching
- allow insight into what is happening in the classroom
- make teachers accountable
- establish and maintain the consistency of what is done across a year level
- identify common program weaknesses across a year level

- identify elements in the program which should be removed
- suggest new areas of focus, new activities, and new materials and resources for inclusion in the program
- help ensure that overall curriculum goals are being met.

3-Principles of Effective Assessment

Effective Assessment should:
- be consistent with the school's philosophy
- serve a worthwhile purpose
- be varied
- cater to different types of intelligence and learning styles
- help develop our understanding of the whole child, i.e. his or her academic, social and emotional characteristics
- be authentic (based on real or realistic problems or situations)
- evaluate knowledge, content, and method, as well as presentation and correctness
- be based on what the child has studied
- be directly related to learning outcomes
- be built into learning activities
- be a learning experience in itself
- be continuous throughout the learning process
- be student-friendly
- be transparent
- be as simple as its purposes will allow
- be teacher-friendly
- be planned at the start of the unit
- be consistent across the year level
- be consistent throughout the Primary Years Program.

Effective Assessment should allow teachers to:
- understand students' needs and strengths
- adjust lesson plans to meet student needs
- meet the needs of all students
- assess concepts, skills, attitudes, and knowledge
- assess their own methods of delivery.

Effective assessment should allow students to:
- participate actively in the planning and creation of assessments
- be aware of the criteria for assessment and know what is expected
- understand the purpose of an activity
- feel encouraged by their success
- demonstrate what they have learned and understand
- demonstrate learning, as far as possible, from an area of strength
- demonstrate creativity
- develop critical thinking skills
- recognize what they need to learn next
- reflect on the teacher's teaching strategies.

4-Strategies in Effective Assessment

Observations

All children are observed often and regularly, with the teacher taking a focus varying from wide angle – focusing on the whole class – to close-up – focusing on one child or activity, and from non-participant – observing from without – to participant – observing from within.

Observation of:
- Individualbehaviors
- Student interactions
- General classbehaviors
- Reading skills (individual, both silent and aloud; partnered; group)
- Logical thinking skills
- Lateral thinking skills (e.g. in brainstorming sessions)
- Study skills
- Listening skills
- Response to instructions
- Student application of what has been learned behavior
- Student health and circumstances.

Performance Assessments

These are assessments of goal-directed tasks with established criteria that are authentic challenges and problems. There are numerous approaches to the challenges/problems that require the use of many skills and there is rarely only one correct response. Audio, video, and narrative records are often useful for this kind of assessment.

Assessment of:
- Role-play
- Presentation
- Demonstration
- Problem-solving
- Response to challenges.

Process-focused Assessments

The students'transdisciplinary and other skills are observed often and regularly.

Assessment of:
- Research effectiveness
- Project work
- Transdisciplinary skills
- Typical and non-typicalbehaviors
- Behaviors over time (i.e. multiple observations)
- Behaviors in different contexts, with synthesis of evidence.

Open-ended Tasks
- Assessment of response (writing, talking, diagram, drawing, solution) to a stimulus.

Selected Responses
Assessment of:
- Test performance (written)
- Test performance (oral)
- Quiz responses

Important Note:
- The Written/Oral test performance will be twice per term.
- Weekly quizzes (numeracy and Literacy) are used as one of the types of the formative assessments to help in providing information about students' learning, their points of weakness and strength as well as their educational needs.

Portfolios
- Assessment of collection of student's work to demonstrate success, growth, higher order thinking, creativity, and reflection.

Interaction with Student
- Assessment through discussion of activities and product.

Analysis of Student Reflections
- Assessment through journal writing and discussion.

Comparison
- Between prior and current knowledge, performance, and learning experiences
- Between homework and class work
- Between individual and group work
- With other students in a group
- With class-wide levels of performance
- With standardized performance
- With previous records
- Between in-class and out-of-class behaviors (playground, field trips, interactions with parents).

Second Opinions
- Self-assessment
- Peer assessment
- Parental assessment
- Assessment by other teachers.

Communication
- With appropriate colleagues
- Through school reports
- Through parent conferences
- In discussions with students.

<h2 style="text-align:center">5-Tools for Effective Assessment</h2>

Assessment Criteria
- Rubrics
- Benchmarks/exemplars
- Check-list of desiredbehaviors
- Anecdotal records
- Rating scales
- Focus grids
- Continuums.

Previous Records
- Previous student records
- Records of previous learning experiences.

Recording
- Photographing or videoing activities, art work,etc.
- Audio-taping activities
- Collecting and retaining work samples
- Anecdotal note-taking
- Reading records
- Progress charts
- Scores
- Profiling.

Middle Years Program Assessment Policy

PHILOSOPHY

It is our belief that the purpose of student assessment is to provide students with information to help them improve their skills. This is by clarifying areas of strengths and weaknesses. Assessments are also a tool for teachers to measure student understanding and help them adjust teaching to meet the needs of students as a group and as individuals. Teachers will use a range of tools and strategies to measure understanding.

At NVIS/MYP   our assessment policy is based on the following principles:

1) Student assessment will be carried out on a continuous basis and will include both formative and summative assessments.

2) Summative assessments will be moderated within departments to ensure consistency ingrading when there is more than one teacher.

3) Tasks and examinations will be conducted in a manner consistent with the IB regulations.

4) Student will be provided with notification about all formal assessments and adequate time to prepare and revise for tests and exams.

5) Student assessments will include a range of tasks such as tests, essays, presentations etc. consistent with the criteria established for each subject. All assessment is criteria referenced.

6) MYP students will be assessed academically as well as in terms of monitoring and developing the Learner Profile or ATL skills as appropriate.

7) Reporting of student assessment will be completed using a progress report that is based on IBMYP criteria.

8) Students and parents will receive formal achievement reports at the end of every quarter to provide them with updates on progress.

9) Culminating activities which includes the Personal Project, Interdisciplinary project and the completion ofthe Service as Action program requirements in the MYPwill be completed byall students to meet the requirements for the MYP.

STRATEGIES AND TOOLS TO ASSESS STUDENT LEARNING

NVIS uses a range of strategies and tools to assess student learning. Assessment is integral to planning, teaching and learning. Assessment practices will be reviewed regularly in light of the IB Standards and Practices.

Teachers use a variety of formal and informal assessment techniques to measure learning including:Rubrics, exemplars, anecdotal records, checklists, continuums, and portfolios accommodate will be used to record students' responses and performances as a means of authentic assessment.

Students should become familiar with how assessments are carried out by knowing:

1. What knowledge and skills are being assessed and what criteria are used to measure them
2. What the weight if each assessment is (how much it will contribute to the final grade)
3. How to use the feedback provided by the formative assessments to improve their learning
4. The importance of deadlines and that failing to meet them could result in lower grades

Similarly teachers will ensure that:

1. They provide students with clear and frequent feedback on their performance
2. Students have sufficient time to learn a topic/complete required tasks and prepare for an assessment
3. Agree to deadlines in light of the students' other workload and give adequate time for the completion of out-of-class assignments.
4. Clearly define common assessment tasks within subjects for each grade level.
5. Use student performance as a feedback mechanism to initiate development or changes in the curriculum and its delivery.

What are Formative assessments?

Formative assessments are regular and ongoing assessments that are used to measure understanding at different points of learning. By use of formative assessments students and their teachers find out at different stages if there any misunderstandings or gaps in knowledge.

Formative assessments are not used in calculating a grade for a student. Their purpose is to enable both the teacher and the student to know where they are in their learning and what they need to do next to further improve.

Examples of Formative Assessments are:
☐ Reflective evaluation
☐ Classroom tasks
☐ Homework tasks
☐ Teachers' observations and discussions
☐ Self-assessment and peer assessment
☐ Class participation

What are Summative assessments?

Summative assessments are usually performed at the end of a complete unit orterm. Their purpose is to measure the standards reached by students at certain points of learning after sufficient learning has happened. Grades are given based on the standard of work completed as defined by the criteria above.

Examples of formative assessments are:
☐ Quizzes, small weekly tests

- Projects and portfolios
- Practical or experimental work
- Written assessment (such as essays, short answers, reports, research projects, etc.)
- Oral assessment (including student presentations or other oral presentations)
- Performance assessment
- Subject examinations

FEEDBACK TO STUDENTS

The school provides students with regular feedback to inform and improve their learningacross all grade levels. Grading is undertaken positively and consistently. Teachers areexpected to look for evidence of what students know and understand.

Marking of Students Work
Regular and focused feedback to students about where they are in their learning is crucialto successful teaching. When using criterion referenced assessment, student answers areplaced where the majority of descriptors correspond to the student's work. Teachersmust regularly provide both written and verbal feedback to students. All levels and orgrades need to be accompanied by feedback suggesting appropriate means to improve.

Grading Criteria

Teachers use criterion referenced grade descriptors which are clearly communicated tothe students in advance. These grade descriptors match course and program attainment standards for each subject. Grading criteria are in line with MYP criteria.

RECORDING STUDENT PROGRESS
All assessment data is entered into individual teacher grade books. At the completion ofsummative assessments, assessment data is entered into the grade book as percentages.

REPORTING STUDENT PROGRESS
Teachers provide regular feedback to parents via Parent Teacher Conferences, first semester,and End of Year reports. This involves issuing students with levelsagainst criteria based on on-going summative assessment. Additionally students will receive quarterly progress feedback reports.
MYP reports include all levelsachieved against specific criteria. In addition, we also report on Approaches to Learning and Service as Action.
Parents may communicate as necessary with teachers by appointment through email or through student record book.

MYP Assessment Criteria across subjects:

The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught. The maximum level to achieve for each criterion is shown below. .

	A	B	C	D
Language and Litera	Analysing	Organizing	Producing Text	Using Language
Language Acquisition	Comprehending spo and visual text	Comprehending written and visual Text	Communicating	Using Language
	8	8	8	8
Individuals and Societies	Knowing and Understanding	Investigating	Communicating	Thinking Critically
Sciences	Knowing and Understanding	Inquiring and Designing	Processing and Eval	Reflecting on the im of Science
Mathematics	Knowing and Understanding	Investing Patterns	Communicating	Applying mathematics In real world contexts
Arts	Knowing and Understanding	Developing skills	Thinking Creatively	Responding
Physical and Health Education	Knowing and Understanding	Planning for Perform	Applying and Performing	Reflective and improving performance
Design	Inquiring and Analysing	Developing ideas	Creating the Solution	Evaluating
MYP Projects	Investigating	Planning	Taking Action	Reflecting
	8	8	8	8

Student\s final achievement levels

Grade	Percentage equivalence	Boundary guidelines	Descriptor
1	0 – 49% (U)	1–5	- work produced is of very limited quality. - appears to lack understanding of most concepts and contexts. - minimal demonstration of critical or creative thinking. - minimal demonstration of use of knowledge or skills.
2	50 – 59% (F)	6–9	- work produced is of limited quality - demonstrates significant gaps in understanding for many concepts and contexts/ or misunderstandings. - rare demonstration of critical or creative thinking. - Infrequently applying knowledge and skills.
3	60 – 68% (D)	10–14	- work produced is of satisfactory quality - communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps - beginning to demonstrate some basic critical and creative thinking. - - requires support even in familiar classroom situations to use knowledge or skills.
4	69 – 78% ©	15–18	- work produced is of good-quality - demonstrates basic understanding of most concepts and contexts with few misunderstandings and minor gaps - often demonstrates basic critical and creative thinking. - able to use knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	79 – 88% (B)	19–23	- work produced is generally high-quality work - demonstrates solid understanding of concepts and contexts. -demonstrates critical and creative thinking -uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	89 – 92% (A-)	24–27	- work produced is of high-quality, occasionally innovative work -demonstrates extensive understanding of concepts and contexts -demonstrates critical and creative thinking, frequently with sophistication -uses knowledge and skills in familiar and unfamiliar classroom and real-world situations,
7	93 – 96% (A)	8-30	-Work produced is outstanding high-quality, frequently innovative work. -demonstrates comprehensive, nuanced understanding of concepts and contexts
8	96 – 100% (A+)	3 0-33	-consistently demonstrates sophisticated critical and creative thinking -frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

Value of 0 (zero) in MYP criteria

If a student has not submitted his/her work for assessment after being reminded and given extra time according to the homework policy, the student needs to be marked a 0 for the particular criterion being assessed.

If a student has submitted work and is of poor quality, he/she can be marked a 0 for the particular criterion being assessed.

Please note:

The highest level of achievement (8) is only awarded to a very small number of students that who excel at and exceed expectations.

It is expected that the majority of students perform between levels 4-6.

Very few students should be unable to meet the minimum requirements to pass.

OVERALL LEVEL OF ACHIEVEMENT (OAL)

The overall level of achievement is determined in the following way:
• Throughout the year teachers will collect evidence of student achievement from many different types of assignments/ tasks, including formative and summative assessments.
• Sometimes all 4 criteria in the subject are applied to an assignment, but more often only 1 or 2 criteria are assessed per task.
• Only assignments/assessment tasks that are criterion-related (that are assessed against criteria provided by the teacher for that specific assessment task) will be directly linked to the OLA.
• By the end of the year, students will have completed enough assessment tasks for each criterion in every subject to be assessed at least twice.

MYP Overall Levels of Achievement and Grade Boundaries

Language and Literature							
OLA	1	2	3	4	5	6	7
GB	0 – 4	5 – 9	10 – 14	15 – 19	20-23	24-27	28 -30
Language Acquisition							
OLA	1	2	3	4	5	6	7
GB	0-8	9-16	17-23	24-30	31-36	37-42	43-48
Mathematics							
OLA	1	2	3	4	5	6	7
GB	0-4	5-8	9-12	13-17	18-21	22-25	26-28
Science							
OLA	1	2	3	4	5	6	7
GB	0-5	6-11	12-18	19-24	25-28	29-32	33-36
Humanities							
OLA	1	2	3	4	5	6	7
GB	0-7	8-12	13-18	19-23	24-28	29-33	34-38
Design (Technology)							
OLA	1	2	3	4	5	6	7
GB	0-5	6-9	10-15	16-21	22-26	27-31	32-36
Arts							
OLA	1	2	3	4	5	6	7
GB	0-3	4-8	9-13	14-20	21-25	26-30	31-34
Physical and Health Education							
OLA	1	2	3	4	5	6	7
GB	0-5	6-10	11-15	16-20	21-24	25-28	29-32
Personal Project							
OLA	1	2	3	4	5	6	7
GB	0-5	6-9	10-13	14-16	17-21	22-24	25-28

Promotion Criteria

Promotion from each grade is not automatic. To be promoted from one Grade to the next, a student's second semester final report should demonstrate:

- A total points score of at least 30, this figure being achieved by adding together the second semester grade from each of the eight MYP groups (Language A, Second Language, Humanities, Science, Mathematics, Arts, Technology, Physical Education). Where a student takes two subjects in one domain (for example, two Arts subjects), the better grade should be counted;
- At least a 3/7 in each subject area;
- Meeting NVIS expectations for Action as Service;
- Attendance of at least 90% in each course.
- Meet behavioural expectations of the school
- Receive Meeting Expectations in ATL skills in at least 85% of the taught skills
- MYP 5 students must:

    a) Complete and gain a minimum of Grade 3 in the Personal Project
    b) Achieve a minimum overall level of 6 in order to choose DP level subjects, as well signed letter of approval from the subject teacher.

Students who fail to meet these criteria will have their promotion reviewed by the school. In such cases, students may be required to undertake additional studies (Summer course) and resit exams to be granted promotion.

Resits

It is the philosophy of the MYP program to allow students second chances to improve their achievement. If a student fails to meet the required passing grade for any of the 8 subjects they must attend a summer program and resit a final exam at the end of the program, or complete an extended assignment.

Passing subject requirements	Procedure if requirement are not met
In any subjects from the first three sets: Languages, mathematics and sciences a minimum grade of 3 is required. (maximum of two retakes in the above sets)	The student will have a retake exam during the month of August. The retake may be in the form of a test or task requirements according to the MYP assessment criteria failed.
In any of the subjects from the following sets: Humanities, technology/PE and art/drama a minimum grade of 3 is required.	The student will have to attend school for a week (If needed) and retake during the summer. The retake will be in the form of a task depending on the subject requirement and the MYP assessment criteria.

DP Assessment PHILOSOPHY

Assessment is the process of gathering information that accurately reflects how well a student is achieving the learning outcomes in a course. Assessment is used to communicate and support student learning and encourage student success. Evaluation is the process of analyzing assessment information to determine student achievement of the learning outcomes for the purposes of grading and reporting. The primary purpose of assessment and evaluation is to improve student learning.

Effective assessment allows students to demonstrate a broad range of conceptual understanding and skills, and demonstrate critical thinking abilities. Assessment teaches students to analyze their own learning, reflect on their areas of achievement and areas for improvement, and set goals for their own learning. Assessment helps students develop effective learning skills and strategies.

Effective assessment allows teachers to identify individual student's strengths and areas of concern in relation to the curriculum outcomes. Teachers use assessments to guide instruction and to provide timely and clear feedback to improve future learning. Effective assessment provides parents and guardians with evidence of student learning and information about their children's strengths and areas of concern in relation to the curriculum outcomes. This information can be used to support student progress and achievement.

Teachers use a variety of assessment instruments to gather information about student achievement. The action that is taken in response to an assessment determines its formative or summative nature.

At NVIS our assessment policy is based on the following principles:

1) Student assessment will be carried out on a continuous basis and will include both formative and summative assessments.

2) Formative assessments will be moderated within departments to ensure consistency in grading when there is more than one teacher.

3) Tasks and examinations will be conducted in a manner consistent with the IB regulations.

4) Student will be provided with notification about all formal assessments and adequate time to prepare and revise for tests and exams.

5) Student assessments will include a range of tasks such as tests, essays, presentations etc. consistent with the criteria established for each subject. All assessments are Objective oriented.

6) Reporting of student assessment will be aligned with the IB DP examination grades meaning.

Our assessment policy is communicated to the school community via our Parent and Students' Workshops, Student Handbooks, and Teacher Handbooks.

STRATEGIES AND TOOLS TO ASSESS STUDENT LEARNING

NVIS uses a range of strategies and tools to assess student learning. Assessment is integral to planning, teaching and learning. Assessment practices will be reviewed regularly by 2 years in light of the IB Standards and Practices.

Teachers will ensure that:
1. They provide students with clear and frequent feedback on their performance (bi-weekly basis)
2. Students have sufficient time to learn a topic/complete required tasks and prepare for an assessment
3. Agree to deadlines in light of the students' other workload and give adequate time for the completion of out-of-class assignments.
4. Clearly define common assessment tasks within subjects for each grade level.
5. Use student performance as a feedback mechanism to initiate development or changes in the curriculum and its delivery.

What are Formative assessments?

Formative assessments are regular and ongoing assessments that are used to measure understanding at different points of learning. By use of formative assessments students and their teachers find out at different stages if there any misunderstandings or gaps in knowledge.
Formative assessments are used in calculating a grade for a student. Their purpose is to enable both the teacher and the student to know where they are in their learning and what they need to do next to further improve.

Examples of Formative Assessments are:
- Reflective evaluation
- Classroom tasks
- Homework tasks/
- Teachers' observations and discussions
- Self-assessment and peer assessment
- Class participation
- Tests-Quizzes (Calendared tests will be prepared ahead and handed to students beginning of each academic year, Each subject to be assessed twice per term)

What are Summative assessments?

In DP program , there are summative assessments which are held at the end of the DP phase, Externally sent from IBO.

Internal Assessment:

Internal assessments are mandatory assessments completed during the 11th and 12th grade that focus on skills as well as the subject content. These assessments are graded by the classroom teacher using the rubric published by IB. Examples of this type of assessment include, but are not limited to, oral presentations, science lab reports, math portfolios, and other major project. See IB Diploma later in this document for more information.

Types of Internal Assessments and Dates of Submission (Appendix 1)

External Assessment:

External IB assessments are mandatory assessments that are completed the end of 12th grade (May Session) and are not graded by school teachers. These assessments are IB exams that are administered in school testing and sent directly to IB examiners for evaluation. It is very important to note that students must take the external assessment (IB exams) on the assigned test date.

FEEDBACK TO STUDENTS & Parents

Communicating student achievement is very important at NVIS High School. In order to keep parents and students up to date on grades and progress monitoring, we utilize an electronic grade book, (Managebac) which is linked to our Parent Portal and Student Portal. Students and parents can check grades at their convenience any time, day or night, during the school year. Parents are encouraged to check their students' progress on a weekly basis and they are given notices throughout the grading period via phone calls, newsletters, and emails reminding them to monitor their students' progress.

Marking of Students Work

Regular and focused feedback to students about where they are in their learning is crucial to successful teaching. When using criterion referenced assessment, student answers are placed where the majority of descriptors correspond to the student's work. Teachers must regularly provide both written and verbal feedback to students. All levels and or grades need to be accompanied by feedback suggesting appropriate means to improve.

IB Diploma

For students to complete IB Diploma at NVIS they should achieve the following :

Diploma requirement at NVIS	Criteria
3 SL & 3 HL subjects	Minimum score of 24 points overall Minimum of 12 points earned on HL exams Minimum of 12 points earned on SL exams
Theory of Knowledge	Prescribed Title Essay & Oral Presentation Grades earned A (highest) to E (lowest)
Extended Essay	4000 word essay Grades earned: A (highest) to E (lowest)
Creative, Action, & Service	18 months of documented activity

Students must receive a grade of at least D in both Theory of Knowledge and Extended Essay, in order to be awarded the core points. See matrix below DP assessments.

		Theory of Knowledge					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not Submitted
Extended Essay	Excellent A	3	3	2	2	1+ Failing condition	N
	Good B	3	2	1	1	1+ Failing condition	N
	Satisfactory C	2	1	1	0	1+ Failing condition	N
	Mediocre D	2	1	0	0	1+ Failing condition	N
	Elementary E	1+ Failing condition	1+ Failing condition	1+ Failing condition	1+ Failing condition	1+ Failing condition	N
	Not Submitted	N	N	N	N	N	N

Students can earn a maximum of 45 points if they earn a score of 7 on each of the 6 subject areas and A's on both their TOK and Extended Essay.

IB scores are separate from class grades. Students receive their class grades at the end of each semester of study. IB scores are available online on July 6th each year. The IB Diplomas are sent directly to the

schools and can be picked up in August of each year. Students and parents are notified when the diplomas arrive so arrangements can be made to pick them up.

<u>Failure of Students</u>

If a student fails to fulfill any of the above requirements ,he /she will be entitled two trials only as per IBO General Rules and Regulations (November/May Sessions)

<u>School Internal Policy:</u>

- For students to move to DP 2 ,the following should be in place :
    1. Students achieve 4 on each subject ,end of DP 1
    2. Extended Essay and TOK are up to date according to school academic calendar
    3. CAS project is up to date and approved by CAS coordinator.
- In case students fails to fulfill the above requirements ,Extensive summer program is provided (Extra payment handled by parents)

    Process will be as follows:
- Sending an official Notification to parents via email.
- Setting Clear action plan with students and parents
- Sending to IB and registering students
    Note (Any extra payment will be handled by parents/guardians)

Responsibilities

<u>Student Responsibilities'</u>

- Successfully complete all diagnostic, formative, summative, standardized, and end of course assessments

- Strive to achieve characteristics indicated on the IB Learner Profile

- Meet deadlines for classroom assignments, initial and final drafts for IB assessments, without excuse

- Follow deadlines as outlined on the IB assessment calendar

- Maintain relationships with Extended Essay and CAS supervisors

- Develop study skills and time management skills to maximize potential for student success

- Assume responsibility for learning by being proactive in seeking help, monitoring their progress on the Student Portal, and reflecting on the strengths and weaknesses revealed through class assignments and assessments

- Earn a minimum grade of 60% in testing classes in order to take the IB exams for those subjects

- Understand and adhere to all requirements for academic honesty as outlined by the Academic Honesty and Integrity Policy of New Vision International School.

Parent Responsibilities'

- Monitor student progress weekly using the Parent Portal

- Discuss assignments and assessments with student frequently to show support and encourage student achievement

- Contact the teacher if questions or conflicts arise so teacher will have the opportunity to address the issue in a timely manner

- Attend IB parent meetings to ensure that information needed for exam registrations is correct and on time.

Teacher Responsibilities'

- Follow deadlines outlined by the IB Assessment Calendar

- Submit appropriate documentation to the IB Coordinator by prescribed deadlines, i.e. verification reports, data collection forms, IA samples, predicted grades

- Maintain appropriate communication regarding student progress with IB Coordinator to adequately monitor student progress

- Communicate with students and parents frequently regarding student progress

- Analyze assessment data to identify patterns of student performance and needs.

- Work collaboratively with other teachers to assess instructional strategies leading to student achievement

- Refer to the IB assessment calendar before scheduling major assessments and projects

- Use a variety of instructional and assessment strategies to differentiate instruction

- Provide timely written and verbal feedback on student assignments and assessments

- Assign meaningful assessments

- Refer to the IB Online Curriculum Centre often in order to stay current on curriculum and assessment changes

IB Coordinator Responsibilities'

- Distribute IB assessment materials to teachers

- Offer training in interpreting IB summary data to teachers

- Train EE and CAS supervisors

- Schedule IB training for all new IB teachers

- Schedule IB training and Professional Development for IB Diploma teachers when the subject curriculum is revised or changed

- Arrange IB teacher collaboration meetings to plan and reflect on teaching and assessment strategies

- Register juniors and seniors for IB exams

- Supervise IB testing and monitor testing conditions

- Monitor the extended essay process

- Monitor CAS progress

- Cultivate a culture that prioritizes assessment for learning and assessment of learning

- Set deadlines to ensure all I/A Assessments, extended essay, and sample sets arrive at the appropriate destinations on time