

## Assessment Policy 2023-2024

### PHILOSOPHY OF ASSESSMENT

The Assessment philosophy at L'école Mondiale stems from the school's mission statement, the core values of honesty, respect, responsibility, tolerance and the IB Learner Profile.

The assessment philosophy serves the dual purposes of supporting each student's growth and achievement of their individual potential and providing a useful measurement against course criterion to provide a clear indication of students' individual level of attainment of each course objective

### PURPOSE OF ASSESSMENT

Assessment is integral to the teaching and learning process at L'école Mondiale. The purpose of assessment is to acknowledge and celebrate student learning and growth as an IB learner and help learners devise a way forward. Assessment is an ongoing process of gathering evidence for and of learning. The process aims to facilitate and record student learning, to report progress in student learning and to contribute to the efficacy of trans and interdisciplinary teaching and learning. This evidence is used to give recognition and timely feedback to the learners and all other stakeholders.

A variety of assessment strategies and tools are used to inform students and parents about progress, teachers about success of planning, and instructional data that can assist program review and restructure. These strategies support teachers in planning and providing individualised and differentiated support to students, involving them in their own learning process. It also helps them reflect on their teaching practices and inform their future planning.

### EFFECTIVE ASSESSMENT

Assessment at LM is managed through an active partnership among students, teachers, and parents/guardians. Effective assessment keeps the focus of learning on students by allowing teachers to monitor student progress and adjust instruction to improve achievement.

- **Effective assessment encourages students to** reflect on what they have learned and decide on next steps of their learning journey.
- **Effective assessment encourages teachers to** reflect and analysing their own learning and teaching, providing feedback to all stakeholders, analysing different data, reflecting on their next steps as teachers in terms of professional development and learning and teaching.
- **Effective assessment allows school administrators to** analyse assessment data to review and evaluate the curriculum and the quality of teaching and learning.
- **Effective assessment encourages parents to** actively get involved in the learning and teaching of their child. It helps informs the parents of where their child is and the next steps that need to be taken in order for the child to achieve.

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### TYPES OF ASSESSMENT

Our approach to assessment emphasizes on assessing the process as well the product of learning. The following modes of assessments are used at LM to assess student knowledge, skills, attitudes and conceptual understanding. The data gathered from these assessments enable teachers to plan and refine their teaching accordingly.

- **Diagnostic Assessment**
  - A diagnostic assessment is a type of pre-evaluation that allows the teacher to discover how much knowledge a learner has on specific content. This is a tool that helps at the time of admission and in the situations where a learner is received after a gap (derived from admission policy).
- **Baseline Assessment**
  - Tools and strategies that teachers use in school to judge students' achievement levels. Every academic year is divided into two terms and at the end of each term, these assessments will take place.
- **Formative Assessment**
  - Tasks carried out on a regular basis that direct student behaviour and help them develop the necessary skills required to perform summative assessments. These tasks are continuously added to the learning process, depending on the teacher's judgment of student engagement.
- **Summative Assessment**
  - Every discipline in every subject group has a task at the end of every unit. This task focuses on subject-specific assessment criteria to evaluate student performance. The above-mentioned assessments are all connected so that the teachers can use sound judgment and feedback, from time to time, to develop student skills in accordance with the IB assessment expectations and practices.

### ASSESSMENT IN PYP

Based on the enhanced PYP: from Principles into Practice document, assessment in the PYP is divided into 4 dimensions – monitoring, documenting, measuring and reporting.

- **Monitoring**

The monitoring of learning occurs daily through a variety of strategies: observing, questioning, reflecting, discussing, and learning with peers and teachers to form meaningful feedback and feedforward for the next steps in learning.

- **Documenting**

The documenting of learning is shared with others to make learning visible and apparent. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria



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- **Measuring**

The measuring of learning gathers “point-in-time” data on achievement and progress. Not all learning can be or needs to be, measured.

- **Reporting**

Reporting goes along with all types of assessment. Feedback and feed-forward are regularly given in order to ensure that students’ learning is progressing. Students use feedback and feed-forward to self-assess and self-adjust the learning progress.

The following are used for providing feedback of learning to the stakeholders.

- **Parent/Teacher/Student Conferences:** Teacher-student: The teacher-student meetings are held regularly during school time. Whereby, the teacher gives qualitative feedback to the student to enable further improvement and development of skills.
- **Teacher–Parents Meetings:** The teacher-parent meetings are held once in a term. These meetings enable the school to inform the parents about their child’s progress and gather background information and the cultural context of students’ learning. These meeting helps teachers to address parental concerns and define their role in the learning process.
- **Three-way Conferences:** Three-way conferences involve the student, parents/guardian and teacher. They are held once each term. Students discuss their learning and understanding with their parents and teacher, who are responsible for supporting the student through this process. The student, parents and the teacher collaborate to establish and identify the student’s strengths and areas for improvement. The teacher is an integral part of the process and takes notes of the discussion.
- **The Written Report:** The written reports are distributed to the parents twice in an academic year for PYP and EYP. It is a consolidated version of the continuous assessment track of individual students’ strengths and areas of development. The written report notifies the student’s performance in the transdisciplinary units, subject-specific learning and the ATL skills.

### ASSESSMENT IN MYP

Assessments are created collaboratively by teachers and assess student achievement and learning based on subject-specific assessments.

They may include (but not limited to):

- Written assignments
- Discussions
- Performances
- Group Projects
- Term Exams

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- Debates
- Presentations
- Journals
- Individual Projects
- Lab Experiments

### TYPES OF MYP ASSESSMENT

- Formative assessments are ongoing throughout the MYP units, so that students may develop the skills required to achieve the summative task objectives.
- Summative assessments aim to assess the achievement level of specific IB criteria at the end of each MYP unit. The number of units varies every term for every discipline in every subject group. Teachers assess students continually; therefore, they will determine the level of achievement based on student work as well as their own judgment.
- Self-assessment and reflection are integral parts of student learning throughout the MYP programme. This helps develop the Learner Profile Attributes in every student.

All assessment are marked on a criteria shared by the IB:

	A	B	C	D
<b>Language and Literature</b>	Analysing	Organizing	Producing Text	Using Language
<b>Language Acquisition</b>	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
<b>Individual and societies</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impact of science
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real world contexts
<b>Arts</b>	Knowing and understanding	Developing skills	Thinking creatively	Responding
<b>Physical and health education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Design</b>	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
<b>MYP projects</b>	Investigating	Planning	Taking action	Reflecting
<b>Interdisciplinary</b>	Disciplinary grounding	Synthesizing	Communicating	Reflecting



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The following figure shows a detail of assessment components in the MYP:

<b>Onscreen examination subjects</b>	Mathematics	Language and literature	Sciences
	Language acquisition	Individuals and societies	Interdisciplinary
	<i>individually, externally marked</i>		
<b>Course work ePortfolio</b>	Language acquisition	Physical and Health Education	Design
	Arts		
	<i>internally marked, externally moderated (dynamic sampling)</i>		
<b>Personal project</b>	<i>internally marked, externally moderated (dynamic sampling)</i>		

- **On-screen e-assessment**

Students in the final year of the MYP have the option to take external assessments in the form of on-screen examinations to demonstrate their knowledge and skills across the following subject groups/disciplines:

- Language acquisition
- Language and literature
- Individuals and societies
- Sciences
- Mathematics
- Arts
- Physical and health education
- Design

- **E- Assessments**

MYP e-Assessment provides external evaluation for students in MYP year 5 (15–16 years old) that leads to the internationally recognized IB MYP certificate. The students take IB MYP E- Assessments at the end of year 5.

- **E-Portfolios**

Students in the year 5 of the IB Middle Years Programme have the option to take external assessments in form of e-Portfolios of coursework to demonstrate their knowledge and skills across the subject groups of Arts, Physical and Health Education, Language acquisition, Design.

- **Personal Project**

MYP students in their final year explore an area of personal interest over an extended period. It provides them the opportunity to consolidate their learning and develop important skills they'll need in both further education and life beyond the classroom. It also helps them develop confidence to become principled, lifelong learners.



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### **MYP GENERAL GRADE DESCRIPTION**

To arrive at a criterion level total for each student, teachers add together the student's final achievement levels in all criteria of the subject group.

L'école Mondiale uses the MYP 1–7 scale and the grade boundary guidelines table that follows to determine final grades in each year of the MYP. The table below provides a means of converting the criterion levels total into a grade based on a scale of 1–7 as prescribed by the IB.



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Grade	Boundary Guideline	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding of many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstanding or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills , requiring support even in familiar classroom situations.
4	15-18	Produces good quality work. Communicates a secure understanding of concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real world situations and , with support , some unfamiliar real-world situations.
6	23-28	Produces high-quality, occasionally work. Communicates extensive understanding of concepts and contexts. Demonstrates creative and critical thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. 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 situation.



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Inspiring Excellence • Building Character

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### **NATIONAL REQUIREMENT /EQUIVALENCE**

In addition to IB MYP assessments, the students will appear for 2 Cambridge International Examinations (Islamiyat, Pakistan Studies) in MYP 5 to meet the state requirements of college admissions. These two examinations will make the students eligible to get an equivalence from the IBCC (Interboard Committee of Chairmen) and is mandatory for Pakistani passport holders.