



Oman Private School

MYP Assessment and Reporting Policy

Last Revised: January 10, 2020

Assessing is an important element of education giving teachers the ability to gather information and respond to students' needs during the learning process. Reporting the results of assessments is just as essential as it allows students and their guardians to gauge academic standings in relation to the objectives of the unit studied. As such, the Oman Private School (OPS) Assessment and Reporting Policy will provide an overview of the structures and procedures in place to assess student learning in a given subject, while at the same time, provide meaningful feedback to help support the student's academic development and growth.

Purpose of the Policy

In compliance with the following IB *Programme standards and practices* (2014):

Standard B1:

5c. The school has developed and implements an assessment policy that is consistent with IB expectations;¹

Standard C1:

7. Collaborative planning and reflection is informed by assessment of student work and learning;²

Standard C4:

1a. The school uses the prescribed assessment criteria for each subject group in each year of the programme;

1b. Teachers standardize their understanding and application of criteria before deciding on achievement levels;

2. The school communicates its assessment philosophy, policy and procedures to the school community;

3. The school uses a range of strategies and tools to assess student learning;

4. The school provides students with feedback to inform and improve their learning;

5a. The school has a system for the qualitative monitoring of student involvement in service according to the school's learning expectations for service;

6. The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s);

¹ International Baccalaureate, *Programme standards and practices*, January 2014, pg. 16

² *Ibid.*, pg. 18

7. The school analyses assessment data to inform teaching and learning;

8. The school provides opportunities for students to participate in, and reflect on, the assessment of their work;

9. The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the Primary Years Programme (PYP) exhibition, the Middle Years Programme (MYP) personal project (or community project for programmes that end in MYP year 3 or 4), the Diploma Programme (DP) extended essay and the Career-related Programme (CP) reflective project, depending on the programme(s) offered;³

and in accordance with OPS values of best teaching and learning practices, the school has implemented a school-wide Assessment and Reporting Policy (ARP) with the aim to:

- Clarify the parameters of our ARP with transparency to the entire school community, including students, teachers, guardians and all other stakeholders.
- Define the purpose of assessing.
- Establish the assessment methods at OPS.
- Define the assessment criteria for MYP students.
- Outline the grading methods for MYP students.
- Outline the reporting process of subject results to students and their guardians.

Purpose of Assessments

The aim of assessments is to support and encourage student learning through gathering and analyzing information, while providing feedback on the learning process based on the student's performance. Assessments also provide teachers with valuable information that allows them to shape or modify teaching and learning in the classrooms, consequently enabling students to achieve at the highest level. Given the aforementioned, MYP assessments aim to:⁴

- Provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments.
- Promote positive student attitudes towards learning.
- Promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts.
- Promote the development of critical- and creative-thinking skills.
- Reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts.
- Support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.

³ Ibid., pg. 20

⁴ International Baccalaureate, *MYP: From principles into practice*, May 2014, pg. 78

Assessment Methods

Assessments at OPS are continuous and occur at key stages during the academic year allowing for both consistency and thoroughness in the evaluation process. Subject teachers will employ both formative and summative assessments for each unit, with each assessment method having its own respective purpose.

- **Formative assessments** are meant to provide teachers feedback on the nature of the strengths and weaknesses of a student as they develop disciplinary and interdisciplinary understanding.
- **Summative assessments** occur at the end of the teaching and learning process, which usually corresponds to the end of a unit. They are meant to provide students with the opportunity to demonstrate what they have learned in order for the subject teacher to determine an appropriate achievement level.

Assessments are internal to OPS, however students in the fifth year of the MYP are highly encouraged to take the external MYP e-assessments, which allow students to measure their achievements against internationally recognized standards and receive an MYP certificate upon successfully meeting e-assessment criteria.

MYP Assessment Criteria

Achievement levels are determined against subject-specific assessment criteria as defined by the International Baccalaureate Middle Years Programme, as well as objectives specified for each criterion. The assessment criteria for each of the eight MYP subject groups are as follows:⁵

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding

⁵ International Baccalaureate, *MYP: From principles into practice*, May 2014, pg. 80

Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting

At the commencement of a unit, the related criteria and objectives that are respective to the assigned unit, in addition to the summative assessment, will be outlined and made clear to all students. Each criterion has eight possible achievement levels that are divided into four bands. The achievement level for each band is determined by descriptors that teachers will use to assign a corresponding numerical value - according to their best judgement - based on observable results. The following is a general guide for what each band represents:

Bands	Indicator
7-8	Excellent performance in achieving objectives
5-6	Substantial performance in achieving objectives
3-4	Adequate performance in achieving objectives
1-2	Limited performance in achieving objectives

A maximum of 8 can be achieved for each criterion, while a *Not Assessed* (NA) may be awarded in the case where a student fails to reach any of the standards described for each criterion descriptor or fails to submit/show work required for the summative assessment. In the case of the latter, an NA will only be assigned when:

1. After the first failed submission, the student is notified and given an alternate submission date;
2. After the second failed submission, the student and guardian are notified and given an alternate submission date;
3. The student and guardian are notified that a failure to submit work by the final designated date will result in an NA being awarded to the student.

Absences

Students must notify subject teachers in advance if it is known they will be absent on the date of a scheduled summative assessment. In the case of a scheduled absence, the student must submit the required work by the date agreed upon with the subject teacher. Failure to submit the required work will result in a possible NA being awarded, and procedures for an assigned NA are followed.

Students who miss a summative assessment with an unscheduled absence must provide an accompanying letter or notice from their guardians, otherwise the missed assessment may be regarded as a failure to submit work. Students must inform the subject teacher immediately upon returning to school to make alternate arrangements for submitting the

required work. Failure to do so, or failure to submit the work by the agreed upon date may result in an NA being awarded, and procedures for an assigned NA are followed.

In the case of both a scheduled or unscheduled absence, the summative assessment task may be modified without any changes to the criteria being assessed to ensure no malpractice takes place.

Academic Dishonesty

For any suspected or confirmed cases of malpractice taking place during the assessment process, please refer to the OPS Academic Integrity Policy for further details.

Reporting

All assessment data will be recorded electronically, secured by OPS staff, and taken into account for reporting purposes. OPS has four reporting periods during a two-term academic year: One mid-term progress report and one end of term final report. Assessment results for a given unit(s) are communicated to guardians at a specified date corresponding with the reporting period. The criterion levels for each assessed unit are reported to guardians, as well as an MYP general grade that is based on a scale of 1 to 7. The general grade is the sum of the four criteria levels aligned to the MYP general grade boundaries and grade descriptors.

OPS grading will NOT:

- Be proportioned based on cumulative marks given for classwork, homework, or formative assessments including quizzes, and tests that do not constitute the final summative assessment for a given unit.
- Be assigned based on criteria that has not been made known to students (and/or stakeholders) at the commencement of the unit of study.
- Average the grades of summative assessments to determine an overall achievement level.
- Use a single piece of work to determine final grades.
- Be assigned arbitrarily without justifiable observed and recorded results.
- Assign a single group grade for tasks that may require students to work with other students for a given task.
- Penalize a grade for non-demonstrative task related criteria, such as behavior, tardiness or absences (that do not result in a failure to submit work), participation or effort, or similar matters unrelated to the criteria being graded against.
- Grade against work submitted by other students rather than criteria achievements outlined for the task.

The boundary guideline is the summative result of the grades achieved for each criterion assessed for a given unit of study. The overall achievement level for a given unit will be determined by grade descriptors as defined by the MYP 1-7 scale system and outlined as follows:⁶

⁶ International Baccalaureate, *MYP: From principles into practice*, May 2014, pg. 93

IB Grade	Unit Mark	%	Letter Grade	Descriptor
7	32	100	A	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 situations.
	31	99	A	
	30	98	A	
	29	97	A	
	28	96	A	
6	27	95	A	Produces high-quality, occasionally innovative work. Communicates 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, often with independence.
	26	92	A	
	25	90	A	
	24	89	B	
5	23	87	B	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.
	22	85	B	
	21	83	B	
	20	81	B	
	19	80	B	
4	18	79	C	Produces good-quality work. Communicates basic understanding of most 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.
	17	76	C	
	16	73	C	
	15	70	C	
3	14	69	C	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings 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.
	13	67	C	
	12	65	C	
	11	64	D	
	10	62	D	
2	9	59	D	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
	8	56	D	
	7	53	D	
	6	50	D	
1	5	49	F	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.
	4	39	F	
	3	29	F	
	2	19	F	
	1	9	F	
N/A	0	0	F	Not assessed

Stakeholder Roles in Assessment and Reporting

Students' Role

Students are responsible for:

- Reading and understanding the ARP.
- Having a clear understanding of the objectives for each unit of study.
- Completing assigned tasks aimed at learning the contents of the unit while ensuring any work submitted is their own.
- Ensuring summative task submissions take into account the objectives and the criteria being graded against to the best of their ability.

- Communicating any absences that may affect the submission of an assessed task to the respective subject teacher and making alternate submission arrangements.

IB Coordinators' Role

IB program coordinators are responsible for:

- Ensuring the ARP aligns with IB standards and practices for assessing and reporting.
- Holding regular meetings with teachers to ensure all have a clear understanding of the ARP and IB expectations of standards and practices.
- Ensuring students, teachers, legal guardians, and all stakeholders have access to the OPS ARP and explanations/clarifications can be made when required.
- Working with the academic teaching staff to ensure all summative assessment criteria are made known to students and/or stakeholders where applicable.
- Ensuring the reporting results are prepared in accordance with IB standards and practices and in agreement with the OPS ARP.
- Regularly reviewing the ARP and updating when needed.

Head of School's Role

The Head of School is responsible for:

- Establishing and making available the ARP to the school community.
- Ensuring teachers obtain any required training needed to uphold and guarantee best practices for assessing and grading are taking place in the school.
- Ensuring students and teachers understand the ARP.
- Sharing the aims of the ARP with all stakeholders, especially when meeting with prospective students and their guardians.
- Establishing the reporting period dates and making this known to all stakeholders.
- Ensuring the reporting results are prepared and made available for the specified dates.

Teachers' Role

All teachers are responsible for:

- Ensuring unit specific objectives are outlined and made available to students as well as parents/guardians at the commencement of a new unit.
- Regularly formatively assessing students to ensure proper learning is taking place.
- Providing adequate time and access to resources allowing students to complete assigned assessment tasks.
- Grading according to IB expectations of standards and practices and in accordance with the OPS ARP.

Monitoring and Evaluating this Policy

This policy will be formally reviewed yearly by the governing body and pedagogy leadership team and will be revised as needed to adapt to changing best practices and the needs of our learning community.