

PUE - QF Schools

Assessment Policy Qatar Academy Al Khor

Assessment Procedures Manual

incorporating the PUE Assessment Policy, approved March 2018

1. QF PUE Vision

Leading Learning

Qatar Academy Al Khor Vision

Our vision at Qatar Academy Al Khor is to empower students to be open-minded, inquiring and knowledgeable life-long learners who are able to adapt to an ever changing world through intercultural understanding and respect. We envision our future leaders as courageous problem-solvers who will make a positive difference to the world.

2. Scope and authority

This Assessment Policy shall apply to all schools within the Qatar Foundation that are subject to oversight by the Pre-University Education division.

This Assessment Procedures Manual, incorporating the Policy, shall jointly control and govern all matters pertaining to the subject outlined therein. The Policy and Procedures Manual shall supersede any and all prior agreements, policies or procedures in any way related to, or connected with, the topics outlined herein.

3. Objectives

The **Assessment Policy** sets forth the general principles for assessment, recording and reporting in QF schools. The **Assessment Procedures Manual** is intended to provide uniformity of expectation among QF Schools, while at the same time allowing for individual schools to promulgate procedures that reflect the uniqueness of their school environment. Accordingly, and pursuant to the

objectives outlined herein, the Assessment Policy addresses the following questions:

- What are the roles, purposes and types of QF assessment practices?
- How are assessment results determined, shared and reported by schools?
- What are the roles of school stake-holders?

The policy should be used in conjunction with other PUE policies; including Admissions, Inclusion, Language, Academic Integrity and Promotion & Retention. Each QF school will have its own handbooks or practices document that detail how the policy and procedures are implemented.

4. Policy and Procedures

4.1: The role, purpose and types of assessment in QF schools.

Policy statement

Assessment drives learning. It is an integral and central part of teaching and learning for both teachers and students. It is used to record, analyse, guide and report on student learning, and to inform teaching and instruction. Assessment practices should promote the student's positive attitude towards their own learning and encourage growth. Assessment in QF schools serves a number of purposes, including:

- Assessment *for* learning, or formative assessment.
- Assessment *of* learning, or summative assessment.
- Diagnostic assessments.

Procedures

Assessment in QF schools serves a number of purposes, each served by appropriate procedures. Each school should address, adopt or adapt the following elements in to its own policy and handbooks:

1. *Formative assessment*, or assessment *for* learning, is assessment that regularly, frequently and often informally impacts the teacher's planning of instructional activities. It gives feedback directly to students about their performance progress. It accounts for a variety of learning styles, involves student self- and peer-assessment and reflection, is on-going and incremental.
2. *Summative assessment*, or Assessment *of* learning, is assessment that is regularly but less frequently used to record and report on student attainment and the impact of teaching. These should include appropriately rigorous tasks but may take many forms, such as end-of-unit assignments, essays, project outcomes, presentations, displays, tests and examinations. They should be linked to curriculum standards, objectives and learning criteria; they should assess both subject knowledge and cognitive skills. They should be either

internally standardized and/or externally moderated. Formal external examinations may be conducted at the end of Grades 10 and 12, particularly in QF schools with the secondary school IB programmes.

3. *Internal assessments* are those made within the school and classroom, by the teacher and student. These include, but are not limited to, homework assignments, class work, oral contributions to class discussion. They may be formative or summative, recorded systematically or informally and used to inform teaching as well as to report attainment or achievement to students, parents and school leaders. Internal assessments may be made against curriculum standards or IB programme criteria, or a combination of both. They include the use of a wide variety of school-based assessments and/or educational products or tools (such as Scholastic, Readers and Writers, NWEA skills navigator, WIDA), as determined by each QF school's administrative leadership.
4. *External assessments* are those conducted within the school but marked and graded or moderated by external organizations. In some QF schools these may include MYP e-Assessment, Diploma course work and examinations, AIMSweb and various educational or clinical evaluation resources. All QF schools (except Renad Academy and ABP) conduct MAP tests twice a year; at the beginning and end, to inform differentiated teacher instruction and to determine student progress and achievement. From time to time the MoE may require schools to conduct additional tests, such as TIMMS or PEARLS. Schools should be familiar and comply with the detailed policy and guidance provided by the relevant external testing or examining organization.
5. *Behavioural assessments* are those made to determine student attitudes, behaviours, approaches to learning, effort, and other non-academic cognitive, emotional and social developments. They can be internal and external, formal and informal, recorded and reported. They may include IB ATL skills including affective skills, Learner Profile traits, PBIS qualities or other systems for measuring student attitudes and effort.
6. *Diagnostic assessments* are those made in order to help determine the appropriateness and utilization of different support services for students with special needs. They could be psychological, cognitive, behavioural, linguistic, physical and could be administered internally by the school, by TLC or by external agencies. See the PUE Inclusion and Language Policies for more guidance.

4.2: How assessment results are determined, shared, reported and used by QF schools.

Policy statement

Each QF school, with PUE support services and guidance, is required to determine, share and report assessment data in a variety of ways. These include, but are not limited to, the following:

- Class assignments.
- Progress reports, report cards and parent/teacher/student conferences.
- Awards, Diplomas and other qualifications.
- External testing results, such as MAP.

Procedures

Assessment recording and reporting in QF schools serves a number of purposes, each served by appropriate procedures. Each school should address, adopt or adapt the following elements in to its own policy and handbooks:

1. *Class assessment procedures and practices.* Class assessment results are marked, standardized, recorded and reported by teachers in the school administration systems. These may remain internal to the school.
2. *Grades.* The process for determining grades should be clear, precise and transparent; whether standards or criteria based, whether 'best-fit' or as the result of an algorithm, as determined by each school and in accordance with its own procedures as well as this policy.
3. *Reports.* Student achievement and attainment is communicated to parents and PUE four times a year using progress and report cards.
4. *Graduation requirements* and conditions for the award of a High School Diploma for each school must meet those agreed by PUE, the MoE and the external accrediting body, and are subject to review.
5. *Reporting data.* Departing or graduating students may require the sharing of student attainment data with other schools, colleges, universities and recruitment agencies. School administrators and counselors are responsible for conducting these procedures in a professional and ethical manner.
6. *MAP tests* are conducted by all QF schools, except Renad Academy and ABP, at least twice a year, and should follow the NWEA rules and guidelines for the conduct of such tests. All students in Grades 3-9 should sit the MAP test. Exceptions may only be made after consultation with TLC. MAP for Primary Grades in K-G2 is optional and at each school's discretion. Schools shall determine their readiness for sharing MAP data with parents and students once the leadership feel that teachers and administration sufficiently understand the MAP philosophy, methods, procedures and uses of the resulting data.
7. *IB programmes* operate in most QF schools. All Grades 10 students in IB schools should sit the MYP eAssessments. Exceptions may only be made

after consultation between school administrative leadership, counselors, TLC, the student and parents. All G12 students in DP authorized schools should be considered Diploma candidates. The school's leadership will determine whether each student should be a full Diploma or Courses candidate in consultation with the student, parents, counselors and TLC. Awards granted by external organizations such as the IB will be attained in line with their protocols.

4.3: The roles of stakeholders in QF schools' assessment practices.

Policy statement

Students, parents, teachers, teacher leaders, school administrators and PUE executives each have a role to play in the use of assessment to inform teaching and report on learning achievements.

- Each QF school will have its own policy or handbook that describes its practices and procedures for the determination, collation, reporting and uses of assessment data.
- School leaders and teachers will use assessment data to inform curriculum, instruction and teaching strategies.
- PUE administration will use assessment data from QF schools, both internal and external, in order to make strategic planning decisions that support the schools in their provision of teaching that meets the learning needs of QF students.

Procedures

Assessment recording and reporting in QF schools requires the work of a number of stakeholders. Each school should address, adopt or adapt the following elements of stakeholder engagement in to its own policy and handbooks:

1. *Students* should engage in on-going self-assessments of their own learning, reflect upon their achievements and set goals for further development. Students are expected to undertake assessments with academic integrity, to comply with the school-specific procedural version of the PUE Academic Integrity policy, and to submit assessments by due dates.
2. *Teachers* should utilize regular formative assessments in order to inform instruction, to differentiate learning activities, and the enable students to meet their potential for growth. Teachers should keep formal records of summative assessments on school-based systems (such as markbooks, Googledocs or ManageBac) and record attainment on PUE-wide reporting systems (such as ManageBac or Power School) in a timely manner.

3. *Leaders and administrators* in QF schools should ensure the processes of collecting, analyzing and utilizing student assessment data (both internal and external), to inform curriculum planning, teaching and learning and the reporting of attainment to parents and PUE.
4. *Support service providers* should use internal and external assessment data to support classroom teachers, inform the provision of services, design IEPs and liaise with parents.
5. *Parents* are entitled to a minimum 4 written reports a year that are informed by teacher assessments: two Quarter reports of grades-in-progress, and two Semester reports of summative attainment. Parents should also be given opportunities to meet for parent teacher conferences: formally twice a year and at other times as needs arise. Parents should be involved in the process of using assessment data to set targets or goals for their students. Informal parental assessments of their own children should not be used to influence formal school grades. Parents of students at ABP are invited to learn about their son or daughter's progress, but as adults ABP students are in direct receipt of their own progress and attainment reports.
6. *PUE administration* will use assessment data from QF schools, both internal and external, in order to collaborate with schools in the strategic planning and decision-making process to meet the learning needs of QF students.

5 References

This policy draws upon the pre-existing policy documents and procedures of each QF school, and on the Pre-University Education Qatar Foundation Schools Draft Policy and Procedures Manual, November 2015. In addition, the following sources were consulted:

Guidelines for developing a school assessment policy in the Diploma Programme, International Baccalaureate Organization (UK) Ltd, 2010.

Diploma Programme: From principles into practice, International Baccalaureate Organization (UK) Ltd, 2015.

Middle Years Programme: From principles into practice, International Baccalaureate Organization (UK) Ltd, 2015.

6 Glossary

AIMSweb	A web-based solution for universal screening, progress monitoring, and data management for Grades K-12, especially in assessment and RTI programs.
EAL	English as an Additional Language
ELL	English Language Learner
IB	International Baccalaureate.
IEP	Individual Education Plan, for SEN students.
MAP	Measures of Academic Progress. Adaptive online assessments for Mathematics, reading and language useage.
NWEA	Northwest Evaluation Association. The providers of MAP testing.
PBIS	Positive Behavioral Interventions and Supports. A U.S. Department of Education's Office of Special Education Programs (OSEP) system for managing student behaviour.
PERLS	A modular, internet-based testing platform for the implementation of online psychometric assessments.
PISA	Programme for International Student Assessment. A worldwide study by the Organisation for Economic Co-operation and Development (OECD).
RTI	Response to Intervention
TIMSS	Trends in International Mathematics and Science Study.
WIDA	World-Class Instructional Design and Assessment: proficiency standards and assessment for grade K-12 students who are English-language learners.

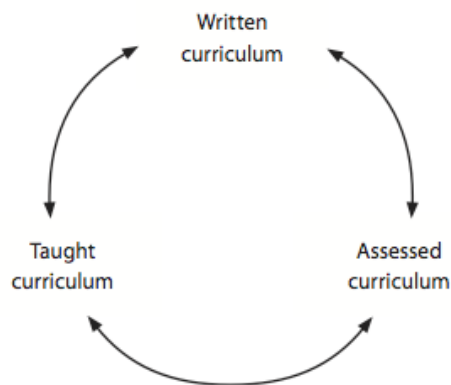
Assessment Policy Practices MYP & DP

Introduction

Qatar Academy Al Khor sees learning as a lifelong experience of which assessment is a major component. Assessment is used on a daily basis to ensure direct feedback to inform students and teachers about their learning and teaching as well as informing the parents about the achievements of their children. Assessment aims to support and encourage a positive attitude of student learning as well as driving the on-going development of the middle school curricula.

The different ways of assessment are also further described in the QAK language policy, of which the admission policy is a part.

All of QAK's curricula are based on the IB curriculum model with the three interrelated components of the written, assessed and taught curriculum as shown in the diagram below. The assessments therefore guide the evaluations of these three related components.



The written curriculum of Qatar Academy Al Khor describes in a comprehensive way what is taught in each subject covering both content and context. The content for English and Math derives from the AERO standards and as a framework for further development of subject specific curricula. The MYP and DP curriculum is developed from the IBO subject guides.

The Programme coordinators together with the Heads of Department (and subject teachers) are responsible for the outcomes of the curriculum cycle as described above.

The rationale of assessment

To communicate student-learning outcomes throughout all grade levels to support and encourage student learning through feedback on the learning process. Student learning outcomes cover knowledge and understanding of a subject as well as cognitive, personal and academic skills and are the starting point in the development of curricula and units of work.

Assessment supports the principles of the programmes and deepens the understanding of the subject content.

Types of assessments

Diagnostic Assessment - Also called placement assessment, is used to place students in the appropriate grade level. Teachers also use diagnostic assessment to find out what students already know about a topic before teaching the unit. We currently use NWEA MAP testing for English and Math , and WIDA for Language Acquisition placement

Formative Assessment – Ongoing assessment aimed at providing information to guide teaching and improve student learning. Formative assessment is not used in calculating a grade for a student. Examples of formative assessment include homework, class participation

Formative assessment is the ongoing monitoring to allow feedback to teachers and students about the students' learning and progress in order to assist them in acquiring the necessary knowledge, skills and understanding. It gives information regarding the students' work habits (as described for the elementary school) and in the development of approaches to learning (ATL) skills in DP.

Self-evaluations and reflections are important throughout the educational process where the students reflect objectively upon their strengths and limitations as well of the process of working. Self Evaluations take place during and at the end of each unit. Formative assessment can take place in many different ways and are described in the unit planners

Summative Assessment – The culminating assessment for a unit of work, designed to provide information on the student's achievement level against specific objectives. Summative assessments are directly based on subject specific criteria. Examples of summative assessment include presentations, extended pieces of writing, exams, tests, research essays, projects, etc.

Summative assessment takes place at the end of a learning period such as: a unit, end of a term or at the end of the year. These assessments give informed determination of the achieved levels using evidence of assessments undertaken during this learning period.

E assessment *In the MYP consist of three types:*

- *Externally marked onscreen examinations for selected courses in language and literature, individuals and societies, mathematics, sciences and interdisciplinary learning.*
- *An externally marked ePortfolio for language acquisition courses in selected languages.*
- *Three internally marked and externally moderated ePortfolios for selected courses in physical and health education, arts and design.*

Internal assessment allows for components/tasks being included in the assessment model that provide evidence of student achievement against objectives that do not lend themselves to external examination. This particularly relates to process skills, as may be demonstrated in such activities as project work, fieldwork, laboratory practical work and mathematical investigations.

External assessments: *A major assessment components mainly consists of examination papers, made up of a wide variety of question types to suit the requirements of the subject. Question types include multiple-choice questions (used in only a small number of papers), short-response questions, structured problem-solving questions, open-ended problem-solving questions, essay questions, data-analysis questions, case studies and commentaries on supplied texts. The assessments are taken under controlled conditions, with student responses being marked externally by independent examiners. There are other tasks/components undertaken by students, with the guidance of their teachers, over an extended period, which are also externally marked by examiners. These include language A1 world literature assignments, language A2 written tasks, music investigations, theory of knowledge essays and extended essays.*

Assessment is essential to allow teachers and students to identify strengths and weaknesses. The purpose and means of assessment is clearly explained to students.

Formative and summative assessment:

- Allows both the student and teacher to assess what the student can do, and how he/she can use knowledge, concepts and skills.
- Measures the application of knowledge, concepts and skills rather than recalling facts
- Reflects achievement against criteria for the subject
- Involves student participation and reflection.
- Provides students an opportunity to analyse their own learning and to recognise what areas need improvement.
- Is based on agreed standards of performance suitable for the grade level.
- Is informative for students, parents and teachers, and provides direction for further instruction.
- Provides equal opportunities for all students to be successful.
- Provides an opportunity for students to take responsibility for their own work, their own learning and their own actions and reflect upon these actions to make improvement.

Assessment in the Middle Years

The QAK assessment policy is a working document that is reviewed every year to ensure alignment with the status quo of the ongoing developments within Qatar Academy Al Khor in general and in relation to the MYP. As assessment plays an important role much time is spent on training (new) staff in the different ways of assessment and the relationship with the MYP subject specific objectives/ criteria.

In the Middle Years Programme teachers assess students regularly, both formally and informally and information gathered is used to adjust teaching so it meets the differentiated needs of our learners. Assessment in the MYP is integral to all teaching and learning. MYP assessment requires teachers to assess the prescribed subject group objectives using the assessment criteria for each subject group in each year of the Programme. In order to provide students with opportunities to achieve at highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies.

All policies are on the school's server, posted on the school's website and are part of the MYP parent guide.

Assessment in the MYP at QAK

- 1) Student assessment will be both formative and summative and will occur on an ongoing basis.
- 2) Diagnostic assessment will be completed to formally assess students and determine the efficacy of program standards.
- 3) Appropriate summative assessment will reflect collaborative planning and the development of the same assessments for units of study within each subject area. The same shall apply for formal summative examinations where they are age appropriate.
- 4) Summative assessments will be moderated within departments to insure consistency in grading when there is more than one teacher.
- 5) Diagnostic testing and any internal tests and examinations will be conducted in a manner consistent with the IB regulations. Every effort will be made to insure students have adequate time for preparation and review.
- 6) Student assessments should reflect a variety of measures that give balance to the summative assessment (tests, essays, presentations etc.) consistent with the criteria established for each subject.
- 7) Student assessment will be completed according to explicit criteria established at the beginning of each unit of study and assessed using published rubrics.
- 8) MYP students will be assessed academically as well as in terms of the Learner Profile or ATL skills as appropriate.
- 9) Reporting of student assessment will be completed using a report card consistent with the aims of the MYP
- 10) All students will complete culminating activities, including the eAssessments, ePortfolios Personal Project in the MYP, leading to the Extended Essay in the DP.

MYP Assessment practices

MYP Assessment practices is an integral part of the teaching and learning process since it allows us to collect information about the performance of students in each class and grade level. Teachers use a variety of formative and summative assessment strategies and tools which allows them to provide feedback to students so that they can understand what needs to be improved, to provide feedback to parents about the performance of their children and to differentiate instruction to meet the needs of each student.

Data collected using the different assessment tools is also used to review the process of teaching and learning and to develop the curriculum. Depending on the student's age and the requirements of the program a variety of assessment strategies such as observations, performance tasks and written examination are used and the appropriate assessment tool such as rubrics, checklists, written records, quizzes, tests and portfolios are used to collect the relevant data.

The learning outcomes are well communicated to the students who are given many opportunities to self-reflect on their learning in order to achieve these learning outcomes. The appropriate assessment tool is used to allow the teacher to determine whether the students have learned the concepts, skills and knowledge being taught and developed attitudes and a disposition for taking action.

When assessing the students, teachers need to make sure they are addressing the different categories of each of the cognitive, affective and psychomotor domains. Teachers need to properly document the data collected using the appropriate assessment tool as well as properly report this information to parents following the procedures established by the school administration.

QAK assessment practices is based on PUE IB regulations and principles. We maintain the IB Learner Profile of being Principled when practicing assessment procedures. All teachers have a responsibility to be familiar with this assessment policy and adhere to its principles and purposes when assessing student learning in their classrooms. Lead teachers, Department Heads, and Coordinators must take responsibility for assessment in the arena of the subject or department, and the principals have the responsibility to see that all programs in the school are evaluated.

Assessment oversight communication and deliberation is the responsibility of the Administration. Coordinators, Principals, and those Teachers to whom Principals delegate responsibility will administer external examinations and communicate with the agencies that provide these examinations. Administration of school-wide external examinations invariably requires the cooperation of all teachers and administrators.

Assessment Framework in the MYP

In the MYP, subject group objectives correspond to assessment criteria. Four criteria (A,B,C & D) are each scored out of 8. The criteria are subject-specific and detailed in the parents handbook. The scores generally represent performance as follows:

Criterion Score (A,B,C,D)	Descriptor
1–2	limited
3–4	adequate
5–6	substantial
7–8	excellent

The total points from 32 can then be converted to a Grade level for that subject:

Subject Indicator	Descriptor	Total level scores/32
1	work of very limited quality	1–5
2	work of limited quality	6–9
3	work of an acceptable quality	10–14
4	good quality work	15–18
5	generally high quality work	19–23
6	high quality, occasionally innovative work	24–27
7	high quality, frequently innovative work	28–32

Teachers award ‘**habits of an affective learner**’ scores to help students, parent and colleagues understand better students’ prospects in that particular subject.

Effort Indicator	Descriptor
N	Needs improvement
S	Satisfactory
G	Good

Reporting

Progress reports are issued in November and March. These include subject level indicators. **End of semester report cards** are issued in January and June. These indicate the levels awarded for each criterion as well as the overall Grades 1-7 for the subject. Progress reports incorporate a paragraph from each subject teacher on student strengths as well as indicators for what needs to be done to improve performance. Grades (which follow the same scale as indicators) are issued in June. Wider feedback is provided from the class teacher during parent teacher conferences twice a year.

Reports describe what the students have been studying and teacher’s feedback on how the student is performing. Detailed curriculum information for all classes will be shared with parents online.

Standardization of Assessment at Qatar Academy Al Khor

Standardisation of assessment applies to the following assessment tools and practices at QAK

1. Continuous criterion related Summative assessments
2. Interdisciplinary units by grade level advisory teams
3. Eportfolios for Visual Art, Design, PHE and Language Acquisition
4. Personal Project

Standardization is carried out within all MYP subjects where a department has two or more teachers. Where there is a single teacher in that subject at grade level, a teacher from the same subject from another grade level share tasks for standardization. Where there is only 1 teacher ie Drama and Language Acquisition Arabic the SLT standardise with the teacher.

As per the meeting chart, standardisation takes place collaboratively during the Tuesday scheduled meeting time or at times of the week after school designated for standardisation meetings. Subject groups meet to standardise work at different timings where applicable which includes during departmental meetings. These are recorded and noted.

1. Personal Project this includes pre standardisation PD using pre-recorded webinars from IB in February to practice standardisation and two sessions in March where all supervisors standardise the rough draft and the final draft.
2. Eportfolios designated standardised meeting in subject groups and after school
3. IDU standardisation in December and in March of the academic year. This is a grade level meeting.
4. For summative assessments all standardisation takes place within subject areas during intervals when teachers meet. We encourage this practice 4 times in the year prior to reporting.
5. QAK designates two PD sessions during the year for teachers to understand the value and importance of standardisation of assessment but also to have a consistent reflection framework to allow for consistency in this practice
6. Standardization process uses data collected in order to ensure that high academic standards are set and maintained and to inform learning.
7. The overarching goal of standardization is to be sure students are fairly and consistently assessed in academic and community-based contexts.

The agreed expectations is that teachers sample 3 pieces of work with other teachers to agree on what levels of achievement are sustained. The teacher who is moderating another piece of work will not see the initial levels awarded. Both teachers must justify the marks awarded and come to an agreed outcome using the rubric strands as the basis of justification.

Assessment in the Diploma Programme

In the Diploma Programme formal assessment is defined as assessment directly contributing to the final diploma qualification. Most formal assessment is external, and includes examinations or work completed during the course and then sent to an external examiner. Some formal assessment is internal, requiring the teacher to mark the work before it is moderated by an external moderator. The single most important aim of Diploma Programme assessment is that it should support curricular goals and encourage appropriate student learning. Diploma Programme assessments measure students' achievement levels against published criteria that are derived from the course aims and objectives. Students need to understand what the assessment expectations, standards and practices are and these should all be introduced early in the course and be the focus of class and homework activities. The formal assessment requirements make it clear how summative assessment will be conducted, and how the student will be judged at the end of the course.

Formative assessment focuses on assessment as an essential learning process. At QAK IBDP a number of practices and instruments will be used to support this, including:

- Student self evaluation supported by the teacher
- Systematic use of detailed assessment descriptors (rubrics, matrices)
- Peer evaluation mediated by the teacher (either face to face or using an ICT resource such as a blog).

Assessment instruments primarily designed for formal assessment at the end of the course should also be adapted and used formatively as part of the learning process.

Teachers have responsibility to design and provide formative assessment structures and practices that help students improve their understanding of what constitutes excellence and where their own work stands in relation to this. Formative assessment is also important for the teacher, as it should provide detailed feedback on the nature of the students' strengths and limitations. The emphasis here, a key component of learning how to learn, is on making the student a better judge of their own performance and then helping them develop strategies to improve.

Assessment of the DP is high-stakes, criterion-related performance assessment. It is based the following aims

1. DP assessment should support the curricular and philosophical goals of the Programme, through the encouragement of good classroom practice and appropriate student learning.
2. The published results of DP assessment (that is, subject grades) must have a sufficiently high level of reliability, appropriate to a high-stakes university entrance qualification.
3. DP assessment must reflect the international-mindedness of the Programme wherever possible, must avoid cultural bias, and must make appropriate allowance for students working in their second language.
4. DP assessment must pay appropriate attention to the higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as the more

- fundamental cognitive skills (knowledge, understanding and application).
5. Assessment for each subject must include a suitable range of tasks and instruments/ components that ensure all objectives for the subject are assessed.
 6. The principal means of assessing student achievement and determining subject grades should be the professional judgment of experienced senior examiners, supported by statistical information.

Assessment strategies

At QAK teachers are asked to make use of a wide range of assessment strategies, also to cater for the different learning styles, expectations and needs of the students. Use of different assessment strategies also allows for a more balanced view of the student. These different approaches give students the opportunity to show their grasp of the Enduring of various concepts

Possible assessment strategies:

- Exhibitions, presentations and performances
- Process Journals, Developmental workbook...etc.
- Short and long essay questions
- Extended Practical assessments (experiments, art products, investigations)
- Self and/or Peer assessments/ evaluations
- Interdisciplinary units
- Lab work and investigations
- Open ended tasks
- Portfolio assessment
- Tests
- Essays commentaries and oral presentations
- Examinations

Although assessments are subject related and rooted in the subject criteria, teachers are encouraged to look for means to develop interdisciplinary units of work that lead to different assessments linked to the subject specific objectives.

Assessment criteria

MYP

In the MYP, teachers make decisions about student achievement using their professional judgement guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent. Across a variety of assessment tasks (authentic performances of understanding), teachers use descriptors to identify students ' achievement levels against established assessment criteria. MYP internal (school based) assessment uses a "best fit" approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically.

IBDP

"At the DP level as stipulated in the diploma from principles into practice document the aim of the diploma assessment is that it should support curricular goals and encourage appropriate student learning. Diploma Programme assessments

measure students achievement levels against published criteria that are derived from the course aims and objectives”.

ATL (Approaches to Learning) is part of the MYP and DP Programme where 5 ATL skill categories are identified which are expanded in each Programme into development appropriate skill clusters. These skills support student’s continuous improvement and achievement in their assessments

Implementation of assessment at QAK

Being a school based in Qatar we also have to meet the requirements as set by the SEC (Supreme Educational Council) of the State of Qatar. There is a strong emphasis on the development of Arabic, and Islamic Studies is also part of the curriculum. The history of Qatar is taught as a separate subject (in Arabic) in grades 3, 4 and 5, and is woven into the curriculum of the Islamic Studies in grades 6-12. Our aim is to align the requirements with the way we assess within the MYP and DP.

As QAK has a diversity of cultures within the teacher population whom might all come with a different approach regarding teaching and learning styles. Acknowledging these differences drives the way teachers/ subjects develop their units.

Within the departments/subjects students keep track of their work through subject folders or workbooks. During Advisory periods students work on their Portfolios, which reflect their progress and development within all subjects. The Portfolios are used during the Parent/ teacher meetings to discuss their progress.

Recording and reporting of Assessment

On subject level students receive feedback about their assessments/progress in different ways. These can be written or oral feedback during and at the end of a unit of work as well as the use of rubrics for all assessments reflecting the level of achievement. In the middle school students (and parents) are provided with their own copy of MYP criteria for each subject. Students are informed in advance, which criteria will be used by the teacher for each unit. Teachers help students understand what is required of them to fulfil the criteria through task specific rubrics. Each student should be able to reach the highest level to his/her potential.

The school calendar is divided into three terms in Elementary and in two terms in Middle School. In November a Progress Report is issued in Middle School. (Copies of all school’s reports are in Appendices) A Full Grade report is issued in December for Elementary, and in February/March and June for the whole school. For each report and each year-group there are progress meetings with staff during which the progress of all students are discussed and where decisions are taken for remediation, support or enrichment to ensure further progress of the students. After the reports have been issued out, teacher-parents conferences are held allowing parents to discuss the progress of their child with the teachers.

Grading is undertaken positively and consistently, giving credit for what the student has achieved using the teacher’s best fit judgement in awarding the levels of achievement. Teachers do not subtract marks for material that is irrelevant or

incorrect. The aim is to look for evidence of what students know and understand. Teacher's reward alternative but equally valid answers that contain coherent ideas, which are relevant to the question. Each subject criterion is assessed at least twice per semester (where possible) and the total of the criteria after the best fit judgement then allows the teacher to determine the final grade out of 7 from the MYP Grade boundaries.

All reports give an indication of the Work and Social Habits (in the elementary school) and the Approaches to Learning Skills (in the middle school) as well as the level of achievement for all subjects. Per subject there is a final grade and a teacher comment. Reports also state the attendance.

If a teacher suspects any form of academic malpractice by a student, a level of achievement will not be awarded and a reference is made to the Academic Honesty Policy for further guidance as well as in the Homework Policy.

A student who has several assessments missing against one or more criterion cannot be judged for that criterion and therefore cannot get a full report for that subject. This will result in an incomplete report, which will jeopardize the future of the student at QAK. Missed assessments, tests, exams will have to be taken the day the student returns to school. This will be done after school, for elementary between 2 and 3 pm and in middle school between 2.30 and 3.30 pm. A different assessment will be given to avoid plagiarism where needed. In case a student fails to take the opportunity to take the test a zero will be awarded for the criteria that were assessed. This puts the responsibility firmly back where it belongs – on the student.

Homework is formatively assessed where possible (essay drafts, project plans, research, etc.) and summative assessments class-based.

Students and teachers keep track of the achievement levels respectively in their grade booklets and/or Power School. Parents also have access to Power School to be informed about the progress of their children.

* Also see Homework Policy

Inclusive assessment arrangements

Following the IB philosophy "all candidates must be allowed to take their examinations under conditions that are as fair as possible. Where standard examination conditions and assessment procedures would put candidates at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of access arrangements may be authorized. Candidates eligible for inclusive assessment arrangements are those with individual needs that are medically identified. As for DP external assessments, for specific cases of inclusive requirements, QAK abides by obtaining prior authorization from the IB Assessment Centre".

Any reasonable adjustments for a particular candidate pertaining to his or her unique needs will be considered.

Further information about the IB's policy on candidates who require arrangements to access assessment, could be obtained from the IB publication *Candidates with assessment access requirements*.

Provision of exams and safety

QAK will abide by all the regulations and procedures related to conduct of examinations according to the IB published document, *The Conduct of IB Diploma Programme examinations May 2014 and November 2014*.

Standardization of Assessments

At classroom level: teachers continue assessment, peer- and self- assessments are the basis for active involvement of the students of their own learning.

At department level teachers standardize their assessments by comparing assessments and trial assess each other's student work as means of internal standardization. Samples of work can also be exchanged between the Qatar Academy schools and in the collaboration sessions between the MYP and DP schools in Qatar.

Supporting Assessment: QAK's expectations of the student

The teacher can expect the student to:

- Be on time to class and fully prepared with all the appropriate materials for class work and assessment activities
- Respect each other's right to learn and to collaborate constructively with peers
- Submit any required work – homework, class work, assignments and projects, etc. on time and diligence
- Present work neatly and appropriately, i.e. that general written work be completed in black or blue ink, that diagrams are in pencil and/or colored pencils
- Students should meet all internal assessment and set deadlines by the teacher, coordinator and QAK.
- Abide by QAK academic honesty policy.

Supporting Assessment: QAK's expectations of the teacher

The student can expect the teacher to:

- Clearly identify the requirements for each piece of work, providing students with relevant student hand-outs, assessment criteria/rubrics
- Ensure they make at least two judgements against each criterion for final assessment where possible
- Provide adequate time for students to complete each assessment task
- Provide adequate access and guidance towards any resources necessary for the successful completion of any assessment task
- Assess all work appropriately and return to students in a timely manner.
- The coordinator will present a clear schedule of dates and deadlines in relation to all IBDP assessments, projects and requirements.

Supporting assessment: QAK's expectations of the parent

The school encourages the parents to offer constructive and positive support as their children complete their schoolwork; however, this support should not go as far as to compromise the authenticity of the child's work.

The school recommends that

- A student be provided with a quiet space at home, and adequate time, to complete their school work
- A student have access to a computer and printer
- A student have internet access and/or access to books/ a library*
- Parents are aware of the DP timelines and Internal assessment deadline schedule

Internet and library access is available on campus both during and immediately after school hours.

References

International Baccalaureate Organization. *MYP: From Principles into Practice*. Cardiff, Wales: Peterson House, 2008 2014

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International Baccalaureate Organization. *General regulations: Middle Years Programme*. Peterson House, Cardiff, Wales: Peterson House, 2011.

International Baccalaureate Organization, *MYP Subject Guides 2014*

Qatar Academy Al Khor *Homework Policy*, 2012.

International School of London, Qatar. *Assessment Policy (draft)*. 2010.

Stockholm International School, *Stockholm International School Assessment and Evaluation Policy*. 18 Apr. 2012<<http://www.intsch.se>>

Approaches to teaching and learning in the DP Project update

QAK Assessment Policy Practices PYP

❖ What is assessment?

Assessment is the process of collecting, analyzing and interpreting information about the learners' performance and progress to analyze the effectiveness of teaching practices and to enhance learning.

❖ What is the school philosophy on assessment?

Assessment is viewed as an integral part of planning, teaching and learning in order to guide learners through the five essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of attitudes, and the decision to take responsible action.

❖ How is the school assessment philosophy aligned with its mission statement?

Qatar Academy Al Khor believes in providing the highest possible standards of Education, that help each student achieve excellence and develop as an independent inquirer, a critical thinker, a lifelong learner, and a responsible citizen. This is implemented by ensuring direct feedback to inform students and teachers about their learning and teaching as well as informing the parents about the achievements of their children. Assessment aims to support and encourage a positive attitude of student learning as well as driving the ongoing development of the primary school curricula (the written curriculum, the taught curriculum and the assessed curriculum).

❖ What practices are agreed upon in order to fulfill the philosophy?

Teachers use a variety of assessment strategies and tools to provide feedback on the learning process, including a balanced range of recording and reporting strategies and tools. Please see below:

	Assessment for learning	Assessment for learning	Assessment of learning
	Pre assessment	Formative assessment	Summative assessment
What?	At the beginning of a lesson or a unit, teachers will assess students' prior knowledge and experience to build on that knowledge.	Formative assessment is interwoven with the daily learning and helps teachers and students find out what the students already know in order to plan the next stage of learning.	Summative assessment takes place at the end of the teaching and learning process and gives the students the opportunity to demonstrate what has been learned.

When?	Prior to teaching	During the teaching and learning process.	Generally at the end of the teaching and learning process.
Why?	Assesses students' prior knowledge Receives feedback Guides planning and teaching for effective learning	Helps teachers modify their planning and teaching accordingly Helps students reflect on their own learning	Provides judgment in relation to set objectives Gives opportunities for students to show what they have learned and understood

❖ **What are the purposes of assessment for all the school community?**

For students:

Enhance the learning process
Promote goal setting
Promote positive attitudes towards learning
Promote the development of skills
Promote a deep understanding of knowledge and connect it to real life situations

For teachers:

Differentiate instruction to meet the learning needs of learners with differing abilities
Evaluate the written, taught and assessed curriculum
Encourage student learning by providing feedback on the learning process.

For administrators:

All purposes for teachers mentioned above in addition to:
Issue report cards
Evaluate the implementation of the international program taught in the primary school
Provide targeted professional development

For parents:

Be informed about the progress and attainment of their children

❖ **What are the essential agreements on assessment at QAK?**

Transparency: Students know what, how and when they will be assessed

Differentiated: Assessment is differentiated to accommodate the educational needs of the individuals

Variety: Teachers use assessment tools for, of and as learning

Consistency: The assessment is consistent with the school philosophy

Scheduled: Teachers follow the assessment calendar agreed on at the beginning of the academic year

Authentic: Focus on the production of quality products or performances and allow children to synthesize and apply their learning, not merely recall facts

Clarity: Have criteria that are known and understood in advance

Collaboration: Involve collaboration between students and teachers

Backward design: Begin with the end results in mind (backward design –what students should be able to know or do by the end of a learning unit, lesson, or process)

Constructive: Provide constructive feedback regarding every stage of the learning/teaching cycle

Mastery: Highlight children’s strengths and allow them to demonstrate mastery/expertise

Evidence collection: Produce evidence of student growth and learning that can be clearly reported and understood by children, parents, teachers and administrators.

❖ **How often do we assess (summative)?**

We assess after each unit of inquiry (unit comment: anecdotal records)
Report card at the end of each term (Key subjects + units of inquiry)
Progress report at the middle of each term

❖ **Who assesses at QAK?**

All teaching faculty are involved in assessing learners, who are directly involved in assessing their own work and using the information provided in formative assessments to improve their learning and understanding. Parents are able to use descriptors to assess the work of their children and stay well-informed about their progress by reading reports and attending conferences about learner’s learning.

❖ **What do we assess?**

We assess the five essential elements of the Primary years Program:
Key concepts – Knowledge- Skills- Attitudes - Action
In addition, we assess the implementation of the IB Learner Profile.

❖ **Assessing: How do we discover what the students know and have learned?**

Teachers balance between formative and summative assessments. They use a range of learning experiences within subjects and units to enable learners to practice and demonstrate a full range of skills.
(Appendix A)

❖ **Recording: How is assessment information recorded?**

At QAK, teachers collect and analyze evidence of students’ learning using a balanced range of assessment tools and strategies. The tools and strategies used are:

Tools:

- **Rubrics** An established set of criteria for rating students in all areas. The descriptors

tell the assessor what characteristics or signs to look for in students’ work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers.

- **Exemplars** Samples of students' work that serve as concrete standards against which other

samples are judged. Generally there is one benchmark for each achievement level in a scoring rubric. Each school is encouraged to set benchmarks that are appropriate and usable within their particular school context.

- **Checklists** These are lists of information, data, attributes or elements that should be

present. A mark scheme is a type of checklist.

- **Anecdotal records** Anecdotal records are brief written notes based on observations of students. "Learning stories" are focused, extended observations that can be analyzed later. These records need to be systematically compiled and organized.

- **Continuums** These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.

- **Standardized Tests**

A standardized test is a [test](#) that is administered and scored in a consistent, or "standard", manner. Standardized tests are designed in such a way that the questions, conditions for administering, scoring procedures, and interpretations are consistent and are administered and scored in a predetermined, standard manner.

- **Benchmarks** standards of excellence, achievement, etc., against which similar things must be measured or judged.

Strategies:

- **Observations** All students are observed often and regularly, with the teacher taking a focus

varying from wide angle (for example, focusing on the whole class) to close up (for example, focusing on one student or one activity), and from nonparticipant (observing from without) to participant (observing from within).

- **Performance assessments**

The assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems. In these tasks, there are numerous approaches to the problem and rarely only one correct response. They are usually multimodal and require the use of many skills. Audio, video and narrative records are often useful for this kind of assessment.

- **Process-focused assessments**

Students are observed often and regularly, and the observations are recorded by noting the typical as well as non-typical behaviors, collecting multiple observations to enhance reliability, and synthesizing evidence from different contexts to increase validity. A system of note taking and record keeping is created that minimizes writing and recording time. Checklists, inventories and narrative descriptions (such as learning logs) are common methods of collecting observations.

➤ **Selected responses**

Single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.

➤ **Open-ended tasks** Situations in which students are presented with a stimulus and asked to

communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution. The work, with the assessment criteria attached, could be included in a portfolio.

The Portfolio:

The Learner's portfolio at QAK is viewed and used as an assessment tool that demonstrates the learner's progression over time. It gives the learner the opportunity to take an active reflective role in learning and assessment as they identify their weaknesses and strengths and later develop a personal action plan to work on developing their needs and further strengthen their skills. A learner's portfolio consists of a collection of work selected during an academic year; the student's comment about their work and the length of time it took them to complete it.

The student portfolio should include:

1. **IB learner profile:** attributes (related to each unit of inquiry)
2. **Units of Inquiry:** 2 samples of unit work – 2 assessment tools (formative – summative/rubric – peer assessment- journal reflection etc.)
3. **Target Sheets:** (term 1-term 2)
4. **Language Arts (English- Arabic):** (1 sample of each strand taught throughout the unit+ 1 assessment tool)
5. **Social Studies Arabic:** 1 sample+ 1 assessment each term
6. **Mathematics:** (1 sample of strand taught throughout the unit+1 assessment tool)
7. **PE :** 2 samples throughout the term + 2 assessment samples
8. **Music:** 2 samples throughout the term + 2 assessment samples
9. **Arts:** 2 samples throughout the term + 2 assessment samples

10. **Islamic studies:** 2 samples throughout the term. + 2 assessment samples

The Exhibition

Students, in their final year of the program, are expected to carry out an extended, collaborative inquiry project, known as the exhibition, under the guidance of their teachers.

The exhibition represents a significant event in the life of both the school and student, synthesizing the essential elements of the program and allowing them to participate within the whole school community. It is an opportunity for students to exhibit the attributes of the learner profile that have been developed throughout their engagement with the program. It is a transdisciplinary project completed with a sense of responsibility and group work as being a key element in the final evaluation and celebration of the transition from the PYP to the middle school.

❖ **Reporting: How should assessment information be analyzed and reported?**

Teachers use a variety of assessment strategies and tools to provide feedback on the learning process, including a balanced range and balance of recording and reporting tools and strategies.

Parents and students are encouraged to think like assessors when viewing assessment of learners' performance.

Before responding to any assigned task, learners need to ask themselves:

- What evidence must be provided in my response to an assignment to demonstrate understanding?
- What skills, knowledge, strategies, and critical thinking skills must be used when I respond to a particular task?
- What do I need to include in my work to show how well I have used the descriptors to demonstrate the depth of my understanding?

The purpose of reporting:

To inform parents and learners about the progress of the learner's performance and provide recommendations for how to improve further learning

To inform school administration to help teachers support students with learning difficulties

To keep records of student's performance for future communication with other schools/universities and to establish an archival body of evidence on achievement

To motivate students by showing appreciation of their achievement and affirmation of their demonstrated learning

At QAK, there are four reporting periods. (one progress report and one end of term report for each term) Parent conferences take place twice each year in the fall and spring semesters. As needed, progress reports are sent to parents by teachers, if there are concerns about a learner's progress.

The types of reporting:

Parent Conferences

Parents may contact a teacher to make an appointment to discuss a student's progress by calling the school division office to make an appointment with the teacher. Teachers, on the other hand, may contact parents for the same purpose.

Written Reports

Written reports are distributed to parents. Report cards provide information about the best-sustained performance of a student during a semester and inform students and parents about what needs to be done to improve learning.

Three-Way Conferences

Student, parent and teacher meet together to review the progress of the student at the end of the first semester. The Portfolio, which represents the student work samples, are collected during each Unit of Inquiry in all subject areas.

Student led conferences

Student-led conferences involve the student and the parent. The students are responsible for leading the conference, and also take responsibility for their learning by sharing the process with their parents. It may involve students demonstrating their understanding through a variety of different learning situations. There may be several conferences taking place simultaneously.

❖ Who will have access to assessment information and where will it be located?

School Director, Primary principal, PYP Coordinator, lead teachers and teachers will have access to assessment information. There will be a soft copy located in Power school and a hard copy in the primary principal office.

❖ How often will we review our assessment practices?

Every two years, all teachers and administrators will review the assessment practices and modify the assessment policy.

❖ What are the criteria of assessment?

Evaluation Key	
Proficient Achievement PA	The learner achieves learning outcomes at an advanced level, applying skills with a high level of independence and using knowledge with understanding in a range of authentic situations.
Efficient Achievement EA	The learner achieves learning outcomes efficiently, applying skills independently and using knowledge effectively.
Satisfactory Achievement SA	The learner achieves learning outcomes adequately and is beginning to apply skills and use knowledge independently.
Basic Achievement BA	The learner achieves some learning outcomes, requiring varying levels of support to develop performance.
Developing Achievement DA	The learner is working, with continuous support on achieving the basic requirements of grade level expectations. A modified program is in place.

Not Applicable / NA	Not assessed during this time of reporting
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❖ **Promotion Policy**

Pre 3 - Pre4 – KG

Students will be promoted in the EEC and KG when they reach the school expectations and the requirements by the end of an academic year. This includes the motor skills growth, language development as well as cognitive development. They should show a good school attendance and a good discipline record. In case these conditions are not met, the school administration will meet through the Promotion Committee to discuss whether the child should be promoted or repeat the year. The decision will be based on the best benefits of the child.

G1 to G5

Students who fail 1 or 2 major subjects will sit for make-up tests before school starts (usually in August or September). Parents should stick to the date of the Make Up tests and avoid missing it as it is necessary for the school to review the child's progress and make a suitable decision on whether or not to promote the child. Teachers will identify the skills that the students need to work on during the summer vacation and will provide a summer package to help them master the necessary skills. The summer package is just a supporting tool and not the sole one. It is one of the resources so the other resources given during the year should be referred to.

- Students have to have a good school attendance record as well as a good discipline record during the year. In case, these two requirements are not met, the administration might take the decision of repeating the year.
- Those who pass the 2 makeup tests will be promoted unconditionally.
- Those who fail in one or two subjects will be promoted under the condition of not failing the same subject in the following year. If a student fails the same subject over two consecutive years he/she will be asked to repeat the year.
- Those who fail the 2 makeup tests will not be eligible for promotion and will have to repeat the year.

