IB Continuum

Assessment Policy

Principal's Message

Dear Parents,

At American Gulf School, our school policies are developed keeping in mind the IB philosophies, standards, and practices. It is our goal to exhibit the principles of the IB learner profile and the IB mission in each of our policies.

Our policies have been developed through discussions with teachers, parents, and students to determine both content and layout. These are the policies mandated by the IB:

- o Admissions
- o Inclusion
- o Language
- o Assessment
- o Academic Integrity

American Gulf School is proud to be a growing, diverse community that leads the way in international mindedness and tolerance in our region. We intentionally include and appreciate students of all identities, learning abilities and language backgrounds, with the assurances that we will cater for their needs.

In each of our policy documents, you will find the philosophy of tolerance driving the policy, our students' rights and community responsibilities. Each policy will have a description of how it promotes the IB learner profile, and links to the other policies.

With your help, our students will know their right to this education and appreciate that they have a responsibility to enable the rights of others. We will work together to achieve an Education Done Right.

Thank you, in advance, for reading these policies thoroughly.

Warmest regards,

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Principal

Contents

Our Guiding Principles

IB Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

American Gulf School Vision

We aim to create an environment where everyone aspires to build a peaceful world, to grow through intercultural understanding and respect, and to succeed in the 21st century.

American Gulf School Mission

To provide a safe, friendly learning environment where our learners follow an innovative evolving 21st-century curriculum that promotes design thinking skills. We will focus on nurturing academic excellence through fun and engaging lessons that will encompass our values in our internationally minded future leaders.

Assessment Policy

Assessment Philosophy

At American Gulf School, we believe that a wide and varied approach to assessment supports and promotes student learning through on-going feedback and evaluation linked to specific subject areas to measure progress and attainment over time. Assessment across our school focuses not only on knowledge, but also on skill, concepts, attitude, and action. Assessment also enables parents to engage more with the learning happening for their child.

Rights and Responsibilities

Person	Rights	Responsibilities
Students	o To receive success criteria o To receive actionable feedback with next steps o To be challenged with appropriate levels o To be assessed in an environment that is supportive	o To proactively engage with feedback in a positive way o To behave appropriately in assessment o To show academic integrity
Parents	o To be informed about assessment o To be involved in the feedback process through access o To be directly communicated with assessment windows	o To engage with their child on assessment next steps o To provide a supportive growth mindset approach to assessment
SLT, Teachers and Librarian	o To have access to professional development o To have access to resources that support them in carrying out effective marking and feedback	o To provide clear success criteria o To provide effective feedback o To monitor and differentiate to support assessment o To standardize assessment o To communicate with families

Language and the Learner Profile

Knowledgeable: We understand that good assessment allows students to demonstrate in-depth knowledge and understanding across all subject areas.

Principled: We believe that assessment involves honesty and integrity. Students take responsibility for their learning through the completion of assignments.

Communicators: We understand that assessment is about the communication of understanding, which can happen in many different formats.

Risk-takers: Assessment involves risk as students must use knowledge in unfamiliar situations. They should be guided to function independently, exploring new situations with confidence to show their understanding.

Assessment in the Continuum

Assessment Methods

Students will be exposed to various forms of assessment throughout the continuum as per the IB philosophy. American Gulf School embraces this philosophy at all levels of schooling.

Diagnostic	Assessment to understanding existing knowledge and experience
Self-Assessment	Student actively reflecting on progress and development of learning vs. performance in tasks
Peer Assessment	Students actively reflecting on each other's progress and development of learning vs. performance in tasks
Formative Assessment	Part of daily life in school, teachers and students gaining information based off performance indicators to raise awareness on gaps in learning and the curriculum
Summative Assessment	End of unit assessments that replace traditional termly examinations which are in a range of formats and contexts to demonstrate learning
Mock Exams (MYP5, DP2)	Mock exams are held mid-way through the academic year in MYP5 and in DP2 to ensure students are exposed to examination conditions. All IB requirements for external assessment are strictly followed.
Internal Assessment (DP)	A task that varies dependent on the subject but are assessed internally and moderated externally. The criteria for each can be found in specific subject guides.
Final Exams (MYP5, DP2)	Administered following IB policies and procedures and are held in May each year. Re-takes are held in November, if required. All accommodations will be used as per SEN policies of the IB.

Assessment Support in American Gulf School

A range of supports are offered to guide students in assessment at American Gulf School. These help students narrow their focus and ensure success using a broad range of approaches. These can include:

Exemplars	Sample work that serves as standards to be compared to or judged against
Portfolios/Projects	Collection of compositions that reflect student work over a long period of time to demonstrate understanding, creativity, and reflection
Checklists	Lists of informative data, activities or elements that will support the student in achieving the outcomes
Rubrics	Established criteria that are task specific to support exhibition of learning on a pre-determined scale
Continuum	Showing progression of learning processes to be compared against
Observations	Students being observed with focus on specific tasks or projects with feedback
PBT	Performance based tasks that require knowledge being applied to a real-life situation

Assessment Continuum

Reporting Cycle

At American Gulf School, the whole school reports on the same cycle. The cycle is as follows:

Term 1	Progress Reports
	Mid-Term Parent Teacher Conferences
	End of Term Report
Term 2	Progress Reports
	Mid-Term Student Led Conferences
	End of Term Report
Term 3	Progress Reports
	Mid-Term Parent Teacher Conferences
	End of Year Report

Assessment in the PYP

At American Gulf School, students begin each term with diagnostic assessments to identify strengths and weaknesses in knowledge. Throughout the unit, formative tasks will take place across a wide variety of means. Students will be also using peer and self-assessment along with reflection skills to develop strong understanding of the learning process.

Assessment Criteria in the PYP

PYP at American Gulf School is assessed under the following criteria:

Letter	Value	Description
M	Mastering	The student consistently demonstrates a thorough understanding of the key concepts, common core standards, and transdisciplinary skills. The student can apply this knowledge effectively in a wide variety of situations and independently produces work illustrating higher levels of thinking.

P	Proficient	The student consistently demonstrates an understanding of the key concepts, common core standards, and transdisciplinary skills. The student can apply this knowledge effectively and produces quality work without assistance.
D	Developing	The student generally demonstrates some understanding of the key concepts, common core standards, and transdisciplinary skills. The student undertakes tasks with a minimal amount of assistance.
E	Emerging	The student has begun to demonstrate basic understanding of key concepts, common core standards, and/or transdisciplinary skills. The student undertakes tasks but requires some assistance.

Assessment in the MYP

MYP at American Gulf School is assessed against four criterion objectives in each of the subject groups. Teachers evaluate work against a best fit judgement to determine students' progress and success through summative and formative assessment as described above. It is the expectation that all students meet deadlines to ensure integrity and respect.

Assessment Criteria in the MYP

MYP at American Gulf School is assessed under the following criteria:

Subject	A	B	C	D
Language and Literature	Analysing	Organising	Producing text	Using language
Language Acquisition	Listening	Reading	Speaking	Writing
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Application of real life contexts
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on impact
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking creatively

Arts	Knowing and understanding	Developing skill	Thinking creatively	Responding
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
PHE	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving
Personal Project	Planning	Applying skill	Reflecting	
IDU	Evaluating	Synthesizing	Reflecting	

Personal Project

MYP at American Gulf School culminates in a project that is led by the students themselves and externally assessed by the IB on a topic and product at the discretion of the student. This should be of high challenge and supported by a 3500-word report. Students will be supported with an in-school supervisor. There will also be an exhibition of work at the end of the year.

Assessment Grades in the MYP
Grade Description

7   Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.

6   Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.

5   Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.

4   General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.

3   Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.

| 2 | Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support |
| 1 | Minimal achievement in terms of the objectives. |

Assessment in the DP

The Diploma Programme differs from the other IB Programmes as most formal, summative tasks are assessed by outside examiners. Assessment for all DP tasks are criterion related. As part of the IB Diploma, students participate in six subjects of study, as well as completing the core elements of Theory of Knowledge (TOK), Creativity, Activity, Service (CAS) and the Extended Essay (EE). The coordinator and teachers collaborate on an assessment calendar to ensure that there are aware and respectful of the number of assessment points in the programme.

Assessment Grades in the DP
Grade Description

7	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.
6	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.
5	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.
4	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.
3	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.

2   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.

1   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.

Theory of Knowledge Criteria for Essay

Please refer to the Theory of Knowledge Guide for more detailed information.

A   Understanding knowledge questions: There is a sustained focus on knowledge questions connected to the prescribed title—developed with investigation of different perspectives and linked effectively to areas of knowledge and/or ways of knowing. Quality of analysis of knowledge questions: Arguments are clear, supported by real-life examples and are effectively evaluated; counterclaims are extensively explored; implications are drawn.

B   Understanding knowledge questions: There is a focus on knowledge questions connected to the prescribed title—developed with acknowledgment of different perspectives and linked to areas of knowledge and/or ways of knowing. Quality of analysis of knowledge questions: Arguments are clear, supported by real-life examples and are effectively evaluated; counterclaims are extensively explored; implications are drawn.

C   Understanding knowledge questions: There is a focus on some knowledge questions connected to the prescribed title—with some development and linking to areas of knowledge and/or ways of knowing. Quality of analysis of knowledge questions: There is a focus on some knowledge questions connected to the prescribed title—with some development and linking to areas of knowledge and/or ways of knowing.

D   Understanding knowledge questions: Some knowledge questions that are connected to the prescribed title are considered, D but the essay is largely descriptive, with superficial or limited links to areas of knowledge and/or ways of knowing. Quality of analysis of knowledge

questions: Arguments are offered but are unclear and/ or not supported by effective examples.

E   Understanding knowledge questions: Knowledge questions, where present, are weakly connected to the prescribed title—the essay is descriptive. Quality of analysis of knowledge questions: Assertions are offered but are not supported.

F   The essay does not reach a standard described by levels 1–5 or is not a response to one of the prescribed titles on the list for the current session.

Extended Essay

Please refer to Extended Essay Guide for more detailed information.

A   Demonstrates effective research skills resulting in a well-focused and appropriate research question that can be explored within the scope of the chosen topic; effective engagement with relevant research areas, methods and sources; excellent knowledge and understanding of the topic in the wider context of the relevant discipline; the effective application of source material and correct use of subject-specific terminology and/or concepts further supporting this; consistent and relevant conclusions that are proficiently analysed; sustained reasoned argumentation supported effectively by evidence; critically evaluated research; excellent presentation of the essay, whereby coherence and consistency further supports the reading of the essay; and present and correctly applied structural and layout elements. Engagement with the process is conceptual and personal, key decision-making during the research process is documented, and personal reflections are evidenced, including those that are forward-thinking.

B   Demonstrates appropriate research skills resulting in a research question that can be explored within the scope of the chosen topic; reasonably effective engagement with relevant research areas, methods and sources; good knowledge and understanding of the topic in the wider context of the relevant discipline; a reasonably effective application of source material and use of subject-specific terminology and/or concepts; consistent conclusions that are accurately analysed; reasoned argumentation often supported by evidence; research that at times evidences critical evaluation; and a clear presentation of all structural and layout elements, which further supports the reading of the essay. Engagement with the process is generally evidenced by the reflections and key decision-making during the research process is documented.

C   Demonstrates evidence of research undertaken, which has led to research question that is not necessarily expressed in a way that can be explored within the scope of the chosen topic; partially effective engagement with mostly appropriate research areas, methods and

sources—however, there are some discrepancies in those processes, although these do not interfere with the planning and approach; some knowledge and understanding of the topic in the wider context of the discipline, which is mostly relevant; the attempted application of source material and appropriate terminology and/or concepts; an attempted synthesis of research results with partially relevant analysis; conclusions partly supported by the evidence; discussion that is descriptive rather than analytical; attempted evaluation; satisfactory presentation of the essay, with weaknesses that do not hinder the reading of the essay; and some structural and layout elements that are missing or are incorrectly applied. Engagement with the process is evidenced but shows mostly factual information, with personal reflection mostly limited to procedural issues.

D   Demonstrates a lack of research, resulting in unsatisfactory focus and a research question that is not answerable within the scope of the chosen topic; at times engagement with appropriate research, methods and sources, but discrepancies in those processes that occasionally interfere with the planning and approach; some relevant knowledge and understanding of the topic in the wider context of the discipline, which are at times irrelevant; the attempted application of source material, but with inaccuracies in the use of, or underuse of, terminology and/or concepts; irrelevant analysis and inconsistent conclusions as a result of a descriptive discussion; a lack of evaluation; presentation of the essay that at times is illogical and hinders the reading; and structural and layout elements that are missing. Engagement with the process is evidenced but is superficial, with personal reflections that are solely narrative and concerned with procedural elements.

E   Demonstrates an unclear nature of the essay; a generally unsystematic approach and resulting unfocused research question; limited engagement with limited research and sources; generally limited and only partially accurate knowledge and understanding of the topic in the wider context of the relevant discipline; ineffective connections in the application of source material and inaccuracies in the terminology and/or concepts used; a summarizing of results of research with inconsistent analysis; an attempted outline of an argument, but one that is generally descriptive in nature; and a layout that generally lacks or incorrectly applies several layout and structural elements. Engagement with the process is limited, with limited factual or decision-making information and no personal reflection on the process.

Links to Other Policies

Assessment Policy and Language Policy

At American Gulf School, student language level and ability are acknowledged and incorporated into the planning of assessments. Language is under continuous assessment in both Language A, Language B/Acquisition or Ab Initio. All four main areas or reading, writing, listening, and speaking are promoted, and students receive feedback on all four throughout daily practice, in formal assessments and in informal tasks. There is a common system for marking language mistakes that is carried through departments.

Assessment Policy and Admissions Policy

All students entering American Gulf School will undergo CAT4 testing to determine predicted levels in language ability. Additionally, this will be triangulated with a written task to assess vocabulary and language construction. These screening tests allow for placement of students into the correct phases upon admission at the discretion of the pedagogical team. Students coming from a non-IB background from MYP4-DP2 will be required by the local authority to undergo equivalency procedures. American Gulf School in the future hopes to further compare this to NGRT testing.

Assessment Policy and Inclusion Policy

At American Gulf School students with identified learning difficulties are permitted adjustments and arrangements as dictated by their need (if supported by the correct documentation). In the MYP and the DP, students with additional needs will be only granted access arrangements based on compliance with the IB Access and Inclusion Policy.

Assessment Policy and Academic Integrity Policy

The American Gulf School we strive to develop in students the skills needed to demonstrate integrity when completing assessments. Students are explicitly taught to be principled and honest about their work while appreciating and formally

acknowledging the work of others. We encourage teachers to design assessments that lead students to produce original and authentic work.

IB Standards and Practices for Academic Integrity

Culture 5: The school implements, communicates, and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)

> **Culture 5.1**: The school implements and reviews an assessment policy that makes the schools philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)
>
> **Culture 5.2**: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)
>
> **Culture 5.3**: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)
>
> **Culture 5.4**: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)
>
> **Culture 5.5**: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

Culture 6: The school implements, communicates, and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

> **Culture 6.1**: The school implements processes with consideration of the relationship between its IB mandated policies. (0301-06-0100)
>
> **Culture 6.2**: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)
>
> **Culture 6.3**: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built, or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the learner profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

Approach to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)

Approach to Assessment 2.1: Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)

PYP 1: Teacher's document and analyse student learning over time to design learning experiences based on data. (0404-02-0111)

MYP 1: Teachers plan and design the assessment of student learning based on the criteria and procedures in accordance with programme documentation. (0404-02-0121)

MYP 2: The school records criterion level totals and submits MYP personal projects for IB moderation in accordance with programme documentation. (0404-02-0122)

DP 1: The school uses the objectives and assessment tools for each subject, and component of the DP core, to build summative assessments of student learning. (0404-02-0131)

DP 2: The school records and submits IB-validated assessments for the components of the DP core in accordance with programme documentation. (0404-02-0132)

Approaches to assessment 3: The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)

Approaches to assessment 3.1: The school administrates assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)

> MYP 1: Teachers standardize their assessment of student work to ensure
>
> reliable results in accordance with IB guidelines. (0404-03-0121)
>
> DP 1: Teachers standardize their assessment of student work to ensure
>
> reliable results in accordance with IB guidelines. (0404-03-0131)

Approaches to assessment 3.3: The school ensures that external reporting and/or predictions are as accurate as possible and are appropriately designed for the contexts in which they are required. (0404-03-0300)

> DP 1: The school communicates forecasted grades to institutions (such as those to higher education institutions) and predicted grades to the IB, in ways that value academic integrity and reflect as much accuracy as possible. (0404-03-0331)

Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04)

Approaches to assessment 4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)

> MYP 1: All students in MYP Year 5 complete the personal project, and all students finishing the programme in Year 3 or 4 complete the community project. (0404-04-0121)
>
> DP 1: The school ensures that students submit the extended essay toward the end of the DP and focuses on providing students with opportunities to engage in topics of their own choice. (0404-04-0131)

Cycle of Review

Following a full review by teachers, students, parents, the Pedagogical Leadership Team and the Board of the school, this policy has been published in December 2022 and applies from January 2023. After this point, all policies will be reviewed and updated during August inset each year.