



EASTERN PUBLIC SCHOOL

MYP/IGCSE ASSESSMENT POLICY



EPS MISSION STATEMENT

EPS aims to produce eminent professionals and entrepreneurs with strong ethical foundation who could master the expanding horizons of art, literature, science & technology to help create a justice-driven, peaceful and prosperous world through academic excellence integrated with core Islamic values.

In order to achieve this, EPSites have access to best growth opportunities through cutting-edge teaching methodology and rigorous assessment. EPS also affords a platform for physical, mental and spiritual development for its students to become exemplary citizens with a sense of self-esteem, patriotism, compassion and tolerance. Thus, three **Es** of EPS: **Education, Ethics** and **Enterprise** signify our Mission Statement.



IB MISSION STATEMENT

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.

ASSESSMENT IN MYP

Philosophy

Assessment in MYP is the integral part of teaching & learning. Assessment is the collection of information regarding students' progress in relation to identified learning outcomes. Assessment is essential to allow teachers & students to identify strengths & weakness. The purpose and means of assessment is clearly explained to teachers and students. In other words MYP aims to identify what students know, understand and can do at different stages in the learning process i.e. to support student learning.

The purpose of assessment:

Assessment in the MYP aims to:

- support and encourage student learning by providing feedback on the learning process
- inform, enhance and improve the teaching process
- provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments
- promote positive student attitudes towards learning
- promote a deep understanding of subject content by supporting students in their inquiries set in real world contexts.
- promote the development of critical- and creative-thinking skills
- reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- support the holistic nature of the program.

At EPS we assess performance in the eight subject groups of MYP:

- Language and Literature - English
- Language Acquisition – Urdu/Hindi
- Mathematics
- Individuals and Societies
- Sciences
- Arts
- Design
- Physical and Health Education

The MYP assessment model is described as “**criterion – related**” as the assessment is based upon published criteria, which are directly related to the objectives of that particular subject group.

EPS offers Islamic studies as an additional **Stand-alone Subject**.

The additional subject is assessed on the basis of the marking system and the final grade is given according to the grade boundaries.

Introduction of IGCSE – CIE

EPS is also authorized for **Cambridge IGCSE (International General Certificate of Secondary Education)** since year 2014.

IGCSE is a two year course offered for grade 9 & 10.

IGCSE includes external assessments that takes place at the end of the course (Grade X) and include written, oral, coursework and practical assessment. Although IGCSE conduct Examination in March, June and November but at EPS the students appear for March exam.

In many subjects there is a choice between core and extended curricula, making Cambridge IGCSE suitable for a wide range of abilities. Grades are benchmarked using eight internationally recognized grades, A* to G, which have clear guidelines to explain the standard of achievement for each grade.

For learners, Cambridge IGCSE helps improve performance by developing skills in creative thinking, enquiry and problem solving. It is the perfect springboard to advanced study. Cambridge IGCSE develops learner knowledge, understanding and skills in:

- Subject content
- Applying knowledge and understanding to new as well as unfamiliar situations
- Intellectual enquiry

- Flexibility and responsiveness to change
- Working and communicating in English
- Influencing outcomes
- Cultural awareness

IGCSE Subjects offered at EPS for March Exams

Group 1	Cambridge English language and literature	English as a second language – speaking endorsement (0510)
Group 2	Cambridge Mathematics	Mathematics(0580)
Group 3	Cambridge Sciences	Biology (0610)
		Chemistry (0620)
		Physics (0625)
Group 4	Cambridge Languages	Hindi as a Second Language (0549)
Group 5	Cambridge Humanities and Social Sciences	History(0470) Economics (0455)
Group 6	Cambridge Business, Technical and Creative	Information & communication Technology (0417)

IGCSE Subjects offered at EPS for June Exams

Urdu as a Second Language (0539) / French - Foreign Language - 0520* / Japanese - Foreign Language (0519)*

For more details, please visit the official CIE website-> <http://www.cie.org.uk/>

Note: In special cases, students can opt for the subjects available in June exams series under the following conditions:

- (i) Availability of teachers
- (ii) Written consent from parents
- (iii) Approval from the school management

IGCSE Assessments:

The assessments in IGCSE are the structured Exams divided in different components as per the subject requirements.

In EPS, Trial tests are conducted for IGCSE internally starting from Grade 9 to check the progress of the students in particular streams. A mock test is conducted in Gr.10 before the final exams of IGCSE.

MYP Subject Group Flexibility:

IB MYP offers subject group flexibility for MYP year 4 & 5 which gives the students to select any one subject group out the following three:

1. Design
2. Arts
3. Physical & Health Education

This facility is being provided in EPS since 2015.

Assessment at EPS in all programmes is based on Standard C4 of the IB Programme Standards and Practices and reflects IBO requirements.

STANDARD C4: ASSESSMENT

At EPS, the assessment practices are being developed to address the requirements of MYP while taking into account local/standard/National requirements.

- 1a. EPS uses the prescribed assessment criteria for each subject group in each year of the programme.

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

1. At EPS, assessment philosophy, policy and procedures are communicated to the school community through student handbook, collection of policies in the school library, school's website.
2. At EPS, the teachers use a range of strategies and tools to assess student learning like written examinations, essays, multiple choice questions, presentations, posters, experimental investigations, class discussions, group-work participation, debates, performances, peer assessment, self-assessment, reflective writing, etc.



4. EPS provides students with feedback to inform and improve their learning through Task sheets i.e TSC, Semester sheets, Report cards and oral feedbacks.
5. EPS has systems for recording student progress aligned with the assessment philosophy of the programme in assessment record sheets with overall performance record of each student and also graphical representation through data.
6. EPS has a system for the qualitative monitoring of student involvement in service which can be subject specific or student initiated in alignment with the learning outcomes.
7. EPS has systems for reporting student progress aligned with the assessment philosophy of the programme through the formative feedbacks, semester sheets & final report card.
8. EPS analyses assessment data to inform teaching and learning to the students and parents regularly and also during the PTMs. Mid-Year review meetings are calendared events.
9. EPS provides opportunities for students to participate in, and reflect on, the assessment of their work by reflecting in different ways like self-assessment, peer assessment, self-reflection, reviewing the assessed task, etc.

IDU Assessments:

Atleast one Interdisciplinary unit is planned in each year of MYP. The assessment of IDU is conducted as per the IDU criteria prescribed by IB.

Personal Project:

At the end of MYP year 5 i.e., Grade 10, students are required to present a personal project as the culminating task of MYP. The students are graded the internal grade levels as per the personal project criteria by the Supervisor and cross-moderation is done with the collaboration of all other supervisors, which is further submitted to IB for external moderation.

Students receive grade sheet from IB.

Assessment Procedures

MYP consists of a series of formative and summative assessments along with some diagnostic assessments.

Diagnostic (Prior Knowledge) Assessment: It is taken at the beginning of each unit. Its purpose is to check the level of knowledge of the student at first phase / stage so that the teacher can make necessary changes in his/her planning to facilitate students' learning process. The level of

performance is informed through rubrics, exemplars, checklists, anecdotal records, continuum etc.

Formative Assessment: Students are monitored on regular basis focusing on different criteria and is considered as an integral part in MYP. Tasks in formative assessments can be designed in different ways and the recording can be done using different assessment tools, like task specific clarification, checklist, rubrics etc. which will be made available to the students and parents. Formative assessment may include self – assessments, peer assessments, teacher assessments.

Summative Assessment: These assessments are conducted at the end of the unit in all the subjects. They are criterion-based. The tasks in summative assessment can be one or more than one according to the requirement of the unit. Assessment tasks can be of different types like orals, written exams, presentations, projects, lab investigations etc. according to the different approach and different levels of the students.

Examples of Assessment Tasks:

- Creation of solutions or products in response to problems
- Essays
- Examinations
- Questionnaires
- Investigations
- Research
- Performances
- Presentations—verbal (oral or written), graphic (through various media)

Internal Standardization:

Internal standardization is maintained through the Weekly meetings of the subject teachers for discussing on the following topics:

- Formative and summative assessment tasks.
- Task specific clarifications
- Use of assessment tools
- Student work
- Assessment strategies
- Modified criteria
- Deciding the achievement level
- Uniform moderation

Reporting and Recording:

In order to keep the students informed about the expectations in the specific subjects, Task specific clarifications/Task sheet are provided to students prior to formative/summative assessment and will be used to assess the learning outcome of the student in assessments.

The task specific clarifications / guidelines of the formative assessments are shared in the verbal form as well.

The grade levels of Formative assessments are recorded in the recording sheet by each subject teacher to keep a track of students' progress throughout their learning process.

Task specific clarifications are prepared according to the published modified criteria of MYP level 1, level 3 & level 5. Modified criteria are published in the subjects guide. The task sheets are prepared through Managebac.

Parents are informed about the students' progress in following ways

- PTM 1 & 2
- Semester I Reporting / Student-Led Conference
- Semester II Reporting / Final Reporting

Semester Reporting:

Students and parents are reported of the students' achievement level at the end of both the semesters through the semester sheets of the MYP subjects as per the assessed criteria. The semester sheets include the grade levels of summative assessments with the teacher's feedback and the final level of achievement (if all criteria are assessed).

The final achievement level in the semester sheets are decided on the basis of the "Best Fit Approach".

"Best Fit Approach"

The best-fit approach relies on teachers using criterion-related assessment practices effectively. When assessing a student's work, teachers should assess each descriptor strand individually (starting with level 0) until they reach a descriptor that describes an achievement level that the worked being assessed has not attained. The work is therefore best described by the preceding descriptor. Once this has been completed for each descriptor strand being assessed, an overall picture of the student's achievement will emerge.

Where it is not clearly evident which overall level descriptor should be awarded, teachers must use their judgment to select the level descriptor that best matches the student's work overall. The "best-fit" approach allows teachers to select the achievement level that best describes the piece of work being assessed. It is important to remember when doing so that a student does

not have to achieve against all of the individual descriptor strands in a band level to be awarded an overall in that band.

If the work is a strong example of achievement in a band, the teacher should give it the higher achievement level in the band. If the work is weak example in that band, the teacher should give it the lower achievement level in the band.

MYP Report Card: A final progress report will be provided to the students and parents at the end of the academic session.

IB MYP Grade Boundaries

The maximum level of all the four criteria in all the subjects is 8. The total level in all the subjects is 32.

To arrive at a criterion levels total for each student, teachers add together the student’s final achievement levels in all criteria of the subject group. The condition to reach the final grade is that all the criteria should be assessed in that particular subject. The following table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

Grade	Boundary Guidelines	Descriptor
1	1~5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6~9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding 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.
3	10~14	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.
4	15~18	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.
5	19~23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations, and, with support, some unfamiliar real-world situations.
6	24~27	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.
7	28~32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

Additional subjects' Grade boundaries	
Marks	Grade
81-100	A
61-80	B
46-60	C
35-45	D
Below 35	E

Revision: The policy last revised in November 2016 and the next review is due after 2 years.

References

- Assessment for learning- MYP: From principles into practice (September 2014)
- IB Program standards & Practices : January 2014
- <http://cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/>
- IGCSE Subject guides