

# International Baccalaureate Diploma Programme

## Roots Millennium Schools Assessment Policy

### **Millennial Mission Statement**

RMS aims to be a global school committed to meeting the needs and ambitions of a diverse range of students by providing challenging academic programmes underpinned by globally accredited qualifications, social diversity, academic excellence and entrepreneurial centered achievement.

*“Roots Millennium Schools aim is to bring out the best in a child/student mentally, intellectually, academically, physically, entrepreneurially and culturally by developing the attitudes, skills, knowledge and values in the students, thus required to meet the Global Challenges as millennial in the 21st century through advancements in our school curriculum, teaching pedagogy, School culture, learning environment and enabling technology.”*

### **At Roots Millennium Schools, we believe that assessment is designed to**

- Identify students' strengths, weaknesses, and learning styles.
- Help students evaluate their own learning and understanding.
- Identify what has been learned or what students are in the progress of learning.
- Provide teachers, students, and parents with feedback on students' progress and learning.
- Help teachers develop effective teaching units using a variety of strategies to meet the needs of the learners.
- Record students level of mastery.
- 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 program by allowing assessments to be set in a variety of cultural and linguistic contexts.

The RMS mission statement is closely related to IB Assessment Policy. As assessment plays a crucial role in students' learning, this policy is important in helping our school achieve its mission.

## **Philosophy of School Assessment Policy**

The assessment policy is derived from the schools and the IB's assessment philosophy and principles, which must be consistent with each other. It is constructed around educational and pedagogical values and, therefore, represents a statement of intent and action describing principles and practices for achieving educational goals relating to all aspects of assessment. Constructing and implementing an assessment policy helps schools engage meaningfully with IB assessment expectations and to develop them in the context of the school's unique circumstances. Assessment is a key component of teaching and learning and includes a balance of both formative and summative assessments. At Roots Millennium Schools, our assessment practices reflect our philosophy of assessment:

- Assessment is the key to planning, teaching, and learning.
- Assessment practices are clear to all members of the community [teachers, parents, and students].
- There is a balance between formative and summative assessment.
- There are opportunities for both peer and self-assessment
- There are opportunities for students to reflect on their own learning.
- Before starting new learning, teachers assess students' current knowledge and experience.
- Teachers provide students with feedback for future learning.
- Reporting to parents is meaningful
- Teachers will use a variety of assessment strategies and tools to provide feedback on the learning process.
- Teachers will report assessment with report cards, parent-teacher conferences, student-led conferences, and anecdotal records.
- Teachers will make professional judgments based on the prescribed assessment criteria as defined in the subject guides.
- Teachers will incorporate multiple forms of assessments that are adapted to the learning objectives for each subject.
- Rubrics, exemplars, anecdotal records, checklists, continuums, and portfolios accommodate will be used to record students' responses and performances as a means of authentic assessment.
- A progress report with student achievement will be reported at the end of the school year.

## **Overall Assessment Policy**

Roots Millennium Schools is using internationally benchmarked tests, giving parents extra trust in the feedback they receive. In Grade I to III pupils are continuously monitored to assess performance and behaviour. These assessments are detailed in “Progress Reports cards”, which are sent to parents twice a year. Monthly progress reports are sent home to keep the parents fully informed about their child’s development. In classes IV to X, assessment is via class tests, sessional, a terminal and final Examination. For Grade I – III, on the basis of class assignments, monthly progress reports are sent to the parents. These reports are retained in the school.

Final Examination shows the entire year’s work and performance of the child in the class room. Promotions and selections are at the discretion of the School Head whose decision is considered as final. A student who has failed in a class twice may be withdrawn from the school. The School Head can recommend withdrawal if a student’s performance is detected to be weak. Report cards sent to the Parents/ Guardians are not to be retained by them. They are returned duly signed to evince that the report cards have been seen.

At RMS we keep the parents fully informed of the progress of their children and of the various developments, which take place. It is understood that it is through Parents / Teacher contact that firm relationships and understandings are established. As such, regular Parent/Teacher meetings are held in the school whereby parents are given an opportunity to come and meet the teachers to discuss progress and other matters pertaining to the welfare of the students. School circulars are issued accordingly.

We provide students with a constant stream of opportunities to prove their mastery of material and sends the message that everyone can succeed if given enough time and practice. This reduces the anxiety and finality around testing and heightens the emphasis on the learning itself. Advanced students progress through material at their own pace and remain engaged by pursuing more challenging work as they pass out of the basics. In this sense, the standards for such students stretch to help each student maximize potential. Because success is defined on an absolute and individualized basis, students cannot be satisfied with their achievements relative to others; they are encouraged to seek their own course and take responsibility for their learning.

At RMS, there is increased self-awareness for students who, through assessment, come to understand their proficiencies and knowledge gaps. Time and again, we encounter evidence that self-awareness understanding of how one feels, thinks, and learns is one of the most significant factors in professional and personal success. The more continuously we assess our students, the more knowledge they gain about themselves what it takes for them to master something, how they can approach problems differently, what their blind spots are, and how to eliminate them. Roots Millennium Schools, assessment provides early indicators of the likely performance of students, something that is of great help to the students.

## **Assessment for Special Education Needs Students**

RMS caters special education needs and has designed specific programmes for students with special needs. Remedial education is designed for any students, with or without special needs; the defining trait is simply that they have reached a point of under preparedness, regardless of why. RMS special education program is customized to address each individual student's unique needs. We provide a continuum of services, in which students with special needs receives varying degrees of support based on their individual needs.

Our Special education programs are individualized so that they address the unique combination of needs in a given student. Students with special needs are assessed to determine their specific strengths and weaknesses. Placement, resources, and goals are determined on the basis of the student's needs. We use different approaches to providing special education services to students. We provide individualized education, addressing specific needs. Different instructional techniques are used for some students with special educational needs. Special transport arrangements, including escorts and safety harnesses are available for children with disabilities attending school. We provide oral instruction for students with reading disabilities, present tests and reading materials in an oral format so the assessment is not unduly influenced by lack of reading ability, provides learning disabled students with frequent progress checks, gives immediate feedback to learning disabled students as they need to see quickly the relationship between what was taught and what was learned and making activities concise and short, whenever possible as long, drawn-out projects are particularly frustrating for a learning disabled child.

Learning disabled students need and should get lots of specific praise. Instead of just saying, "You did well," or "I like your work," our Millennium Teachers make sure to provide specific praising comments that link the activity directly with the recognition. And when necessary, we plan to repeat instructions or offer information in both written and verbal formats. Again, it is vitally necessary that learning disabled children utilize as many of their sensory modalities as possible. Millennium Schools encourages cooperative learning activities when possible. We invite students of varying abilities to work together on a specific project or toward a common goal and create an atmosphere in which a true "community of learners" is facilitated and enhanced.

As an IB-candidate school, Roots Millennium Schools invite all kinds of learners to join in. The school assesses all students with Special Education Needs and identifies the extent of learning difficulty each student faces. Special provisions are then arranged to accommodate the learner and to ease out the difficulty he/she faces.

A strict code of conduct is followed for students with Special Education Needs, which greatly emphasizes on inclusion of such students in all kinds of curricular and co-curricular activities and to refrain from any kind of discrimination that would affect the learners psychologically,

socially or intellectually. Similarly, strict action is taken against candidates who involve in bullying such students or disturb the environment.

Conclusively, the school believes in education for all, regardless of any emotional, psychological, social or personal barriers.

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## **IGCSE Assessment**

### **About Cambridge IGCSE**

The Cambridge International General Certificate of Secondary Education (IGCSE) is one of the most recognized qualifications around the world. IGCSE is a Cambridge qualification in many different countries for about 50 years. Cambridge IGCSE caters to different levels of ability with a choice between core and extended papers in many subjects. The core curriculum is based on an overview of the subject and is suitable for students expected to achieve grades C to G. The extended curriculum is more challenging and designed for students who are expected to achieve grades A\* to C. Grades achieved through either route has the same value.

### **About International Examinations CIE**

Cambridge International Education is progressive and flexible, helping schools develop successful students. CIE is committed to its mission of extending access to the benefits of high-quality education around the globe. Curricula and qualifications are designed to support high-quality educational performance, developing successful students and supporting the economic performance of countries where CIE works at national level. IGCSE courses usually take three or four years to complete and exams are taken at the end of that period. Examinations are held in June and November each year with results issued in August and February respectively.

### **Where Is IGCSE Accepted and Recognized?**

IGCSE is a high-profile qualification. It has exactly the same value in admitting students to institutes of further education and employment as the UK equivalent GCSE. IGCSE is comparable with GCE O Level and the UK GCSE. IGCSE has an excellent reputation amongst international schools worldwide. IGCSEs are recognized as a reliable record of attainment which counts towards entry to universities and colleges around the world.

## **How Is Cambridge IGCSE Taught?**

At Millennium Schools, students are encouraged to study a wide range of subjects at IGCSE level, at the same time. In order to follow a broad and balanced curriculum, many students take courses from each of the IGCSE groups particularly if they're aiming to go on to further education. This can lead to the award of the International Certificate of Education; an additional qualification that recognizes students who pass exams in seven or more subjects, including two languages and one subject from each of the other groups.

## **Course Offered for IGCSE**

We offer Sciences: Biology, Chemistry, Physics; Social Sciences: Accounting, Business Studies, Economics, Enterprise, Sociology; Humanities: Geography, Global Perspectives, History, Islamiyat, Pakistan Studies; Technology; Computer Studies, Information and Communication Technology; Mathematics: Mathematics, Mathematics – Additional; Languages: English and Urdu.

## **A levels Assessment**

### **About Cambridge AS & A –Level**

GCE Advanced (A) Level is one of the most recognized qualifications around the world. For over 50 years, Cambridge A-Levels have been accepted as proof of academic ability for entry to universities and institutes of higher education. They are also important to employers who frequently demand A Level as a condition of job entry. Advanced Subsidiary (AS) Level represents the first half of a full A Level course and gives students the opportunity to study a broader range of subjects without committing to a full A level.

### **About Cambridge International Examinations CIE**

Cambridge AS Level examinations are usually taken at the age 17 years and Cambridge A Level examinations at age 18 years.

### **Where are AS & A Levels accepted and recognized?**

Cambridge International A Level is a 'gold standard' qualification, High A and AS Level grades are a key to admission for all the world's major English speaking Universities and almost all the top universities in Pakistan; Good grades at A Level can result in up to one full year of advanced

standing or credit at Universities in USA, Canada or Pakistan: AS Level carries half the weight-age of an A Level and is typically awarded half the credit value.

## **A & AS Level Examination and Assessment Information**

Cambridge A-Level courses take two years to complete with exams taken at the end. Cambridge AS Level examinations are taken after a year either as part of the A Level course, or as a qualifications in their own right. Alternatively, the A Level qualification will be taken at the end of a two year course. Examinations are held in June and November each year with results issued in August and February respectively. It is mandatory for all students to be registered with Roots College International (RCI) before taking the A level examination. Students must enter for AS and A Levels through a RCI campus.

Courses offered at AS / A Level are Science: Biology, Chemistry, Physics; Social Sciences: Accounting, Business Studies, Economics, Law, Psychology, Sociology, Thinking Skills; Technology: Computing, Applied Information & Communication, Technology Design & Textiles; Mathematics & Mathematics – Further; Languages: English Language, English Literature, Urdu Language; Media Studies: Arts, Art & Design.

Millennium Cambridge International AS and A Level develops learners' knowledge, understanding and skills in:

- In-depth subject content
- Independent thinking
- Applying knowledge and understanding to new as well as familiar situations
- Handling and evaluating different types of information sources
- Thinking logically and presenting ordered and coherent arguments
- Making judgments, recommendations and decisions
- Presenting reasoned explanations, understanding implications and communicating them logically and clearly
- Working and communicating in English.

## **Academic terms for IGCSE and A levels**

At RMS an academic year is from August-June and consists of two academic terms:

1 <sup>st</sup> Term	August-December
2 <sup>nd</sup> Term.	January-June.

- The student's academic progress is assessed through, sessionals, terminals, mock exams, oral and listening tests, practical exercises, home assignments, projects and written examinations.
- The progress is then recorded by the administration and result folder along with report cards are discussed with parents on scheduled Parent teacher Meetings after sessional and term exams.

### **Assessments & Exams Calendar (Tentative)**

- 1<sup>st</sup> Sessional Mid October
- 2<sup>nd</sup> Sessional Mid February
- 1<sup>st</sup> Mock December
- 2<sup>nd</sup> Mock March
- 60% Marks are must for CIE Registration & Regular Attendance
- External exams are conducted by Cambridge University
- IGCSE courses usually take three years to complete and exams are taken at the end of that period. Examination is held in May/June and October/November each year with results issued in August and February respectively.
- All examination entries are processed through Roots Millennium Schools as a registered CIE Center.

## **MYP ASSESSMENT**

### **PRINCIPLES AND PRACTICES OF MYP ASSESSMENT**

The aim of MYP assessment is to support and encourage student learning. The MYP places an emphasis on assessment processes that involve the gathering and analysis of information about student performance and that provide timely feedback to students on their performance. MYP assessment plays a significant role in the development of ATL skills, especially skills that are closely related to subject-group objectives. The MYP approach to assessment recognizes the importance of assessing not only the products, but also the process, of learning.

MYP internal assessment includes tasks, strategies and tools that are designed, developed and applied by teachers working with students in their schools. Teachers are well placed to assess the work of their MYP students; this assessment model supports the professional judgment of teachers in deciding the achievement levels of individual students.

## **PURPOSE OF THE MYP ASSESSMENT POLICY**

Assessment in the International Baccalaureate Middle Years Programme (MYP) at Roots Millennium School is aligned to the standards and practices and the specific objectives of the eight subject groups. Planning, teaching, learning, and assessment all focus on preparing students for the successful completion of Middle Years Programme and entrance into the Diploma Programme. Our ultimate goal is to provide every student with the Middle Years Programme skills, knowledge, and attitudes to ensure that they can become a critical thinker and lifelong learner that has a positive impact on the world around them.

## **ASSESSMENT STRATEGIES AND METHODS**

### **FORMATIVE ASSESSMENT**

Formative assessment takes place throughout a course of study, informing teachers about student learning and guiding instruction. Formative tasks are designed to prepare students for the summative task by assessing students' progress in acquiring skills and concepts needed for the summative assessment. While firmly rooted in the MYP objectives formative assessment tasks can be differentiated based on the abilities, learning styles, and interests of students. Through effective formative assessment, teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. Student peer and self-assessment can be important elements of formative assessment plans.

### **SUMMATIVE ASSESSMENT**

Internal (school-based) summative assessment is part of every MYP unit. Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject-group specific assessment criteria. While supporting student learning, the summative assessment is also an evaluation of student achievement of objectives and standards through a culminating activity, generally at the end of a unit of study. Summative assessment tasks are created to be open-ended, providing differentiation by allowing students to showcase their knowledge and understanding in a variety of ways, while still aligning with the MYP subject area objectives and the National Standards. Assessment tasks are summative assessments created by teachers for a particular unit. These assessment tasks are aligned with the MYP objectives for that subject area and are authentic, learner-centered, and inquiry based, so that students can apply their knowledge and skills to real-life situations. While teachers are free to create tasks that based on their subject area's criteria, the IB MYP does prescribed minimum tasks for each subject area, which are to be implemented in the final year of the program.

## **RELATIONSHIP OF MYP ASSESSMENTS WITH CIEs & MATRICULATION**

Roots Millennium Schools strongly believes that both national and international routes should remain open to students for their higher studies. IB MYP is recognized by the Inter Board Committee of Chairmen (IBCC), however, there are still a few professional colleges (especially the National medical and engineering ones) that require students to have taken Cambridge International Examination (CIE) of Urdu, Islamiyat, and Pakistan Studies in order to obtain an equivalence certificate to gain admission. To meet this requirement, the syllabus of CIE Urdu, Islamait & Pakistan Studies will be introduced in Term 1 of MYP- II. These subjects will continue throughout MYP- III and MYP- IV till all IB MYP students appear for the CIEs in May/June 2017.

According to IBCC (Inter board of Committee of Chairman), the International Baccalaureate Middle years Program (MYP) (with minimum five academic subjects including English) from external examining body Geneva, Switzerland is equivalent to SSC (Martrication) of Pakistan.

- Pakistani Based Examinations: Eight subjects including English, Urdu, Islamiyat, Pakistan studies and four electives.
- Overseas Based Examinations: Five subjects including English and four electives.
- To qualify for Science Group it is necessary to pass Physics, Chemistry, Mathematics and Biology/Computer Science.

## **APPROACHES TO LEARNING SKILLS FEEDBACK**

The Approaches to Learning (ATL) skills are not awarded grades in the IB subject areas. However, subject area teachers, and homeroom teachers, provide various forms of feedback on students' development of these skills. The ATL skills also serve as a platform for student self-reflection during student-led conferences and individual student-teacher conferences throughout the year.

## **ASSESSMENT RECORDING AND REPORTING**

At RMS academic year is from September to June, including two terms. First term is from September to December and second term is from January to June. Parent teacher conferences are held twice after the completion of each term. Currently, teachers inform students of their proficiency in IB subject area objectives by sharing their achievement levels on the MYP rubrics for each criterion. These rubrics provide students with information about their overall achievement on the assessment, as well as the breakdown of their achievement toward each objective within the criterion. In some classes, students record this information, either in a

portfolio or on a chart/ graph, so they can monitor their own progress. Finally, teachers offer specific written feedback on the rubric to help students improve for the future. Students use this feedback to reflect on their work: highlighting their strengths, noting their areas for growth, and creating a plan for improvement.

- Each teacher will assess each criteria a minimum of twice per year using age appropriate tasks.
- Each department will determine the appropriate method for collecting and storing student assessed tasks in portfolios.
- MYP grades will be reported in May with a MYP Record of Achievement using the MYP 1-7 scale.

## **GRADES AND REPORT CARDS**

The translation of MYP criteria referenced numeric grades into final 7 (high) 1 (low) term grades should be achieved by determining the most consistent level of achievement for each criterion achieved by the student during the course of each term; and measuring the final criterion levels total against moderated grade boundaries, based on published IB MYP grade boundaries.

1. The final report card / transcript are out of 7, and a General Achievement Rubric facilitates correspondence between the MYP boundaries are applied to determine the final level out of 7, for example, a student needs to achieve at least 28 out of 32 across the 4 criteria in any Language B phase in order to receive a grade of 7.
2. Decimals, percentages, or fractions are not consistent with criterion related assessment.
3. All internal assessment should be designed to be formative in nature for the student and summative where appropriate.
4. Each assessment activity must allow students access to the full range of achievement descriptors. This may be achieved by assessing students against all strands within a descriptor, or by formulating assessment tasks that evaluate a limited number of strands.
5. At RMS, IB levels of achievement are translated into local grades. The grade table is set up so that student's grade is based on his/her MYP translated summative assessment into IB achievement levels.
6. IB recommends that grades do not include scores for formative tasks. In response to this recommendation, a few of our teachers are piloting grading systems in their classrooms in which grades are based solely on IB summative assessment achievement levels. In the coming years, these teachers will provide leadership as we strive to transition into this way of determining grades.

## **DP assessment**

### **International and intercultural dimensions**

Students should develop as “caring young people who help to create a better and more peaceful world through intercultural understanding and respect”, and “who understand that other people, with their differences, can also be right” (IBO mission statement).

The school will assess the students according to IB diploma standards of assessment. Both internal and external examinations will be used to assess their basic skills e.g. understanding the key concepts, retaining knowledge, applying standards as well as the advanced academic skill e.g. analytical, evaluation, compare and contrast, presentation skills and problem-solving skills. In addition to the academic skills, the students will be encouraged to develop their intercultural skills and international mindedness through various assessments.

### **External and Internal assessment**

As per IB requirements both internal and external assessment will be used to assess the students in the diploma programme.

IB teachers use a range of formative and summative assessments to facilitate student learning. IB assessment is criterion-referenced. This means that student work is marked in relation to a range of skills, knowledge, understanding, and competencies which are clearly stated in course outlines, unit plans and assessment tasks. These in turn are related to the core components and concepts of the IB Diploma programme such as the Learner Profile, International Mindedness, Critical Thinking and Approaches to Learning.

### **External assessment**

IB external assessments are assessments that are completed by final examination. These normally take place at the end of the 2-year course although in certain circumstances a student may sit an examination at the end of Year One if the subject criteria have all been met. Examinations will be held throughout May and normally comprise about 75% of the final mark. Results are published at the beginning of July. Students at Roots Millenium Schools will receive ongoing guidance in examination, study and revision skills, essay writing, and understanding and interpreting examination rubrics. These will be both generic and subject specific. Mock examinations will be held at the end of Year 1 and about halfway through Year 2.

Examinations form the basis of the assessment for most courses.

They include:

- essays
- structured problems

- short-response questions
- data-response questions
- text-response questions
- case-study questions
- multiple-choice questions – though these are rarely used.

### **Internal assessment**

IB internal assessments take place throughout the 2 years of the course and are normally marked by the teachers but subject to moderation by IB appointed examiners. Examples include English individual oral commentary, language presentations, Business research projects, historical investigations, laboratory reports, and projects in several subjects including Mathematics, Dance and Theater.

IB internal assessments are graded on a scale of 1 (low) to 7 (high). Individual planning and self-organization are important and to assist the students, the IBDP coordinator will distribute an assessment calendar to mark the dates for completion of deadlines and the steps to prepare for these. In core components such as TOK and the Extended Essay, students will receive additional guidance on how to best plan their time. Internal assessments account for approximately 25% of the final mark although this will vary a little between subjects.

This includes:

- oral work in languages
- fieldwork in geography
- laboratory work in the sciences
- investigations in mathematics
- artistic performances.

### **IBDP Assessments**

According to the IB Diploma Programme Assessment: Principles and practice, assessment of the DP is high-stakes, criterion related performance assessment based on 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.

## **Expectations of IB Students**

According to the IB Learner Profile, “The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.”

### **IB students are expected to:**

- Engage their natural curiosity through inquiry and critical thinking skills
- Acquire in-depth knowledge that explores connections across content areas and communities
- Apply critical thinking skills to a wide range of issues through reasoned and ethical decisions
- Communicate ideas and information through collaboration with others and presentation of work to various audiences
- Act with a sense of integrity, honesty and respect through accepting responsibility for one’s actions

- Expand one's understanding and appreciation of varied perspectives, cultures and histories
- Demonstrate a personal commitment to make a positive impact on our local, national and global communities;
- Exhibit courage and independence through searching out new ideas and experiences;
- Attend to personal well-being through seeking intellectual, physical and emotional balance
- Reflect on one's educational experiences and progress through acknowledgment of strengths and areas for improvement to support one's educational and personal growth.

## **Expectations of IB Teachers**

### **IB teachers at Roots Millennium Schools are expected to:**

- Model inquiry, research and independent thinking skills through life-long learning;
- Demonstrate in-depth content knowledge and skills that develops connections across multiple content areas within our school, local, national and global communities;
- Apply critical and creative thinking skills to curriculum development and instruction of content that informs reasoned and ethical decisions;
- Communicate ideas and information to students, families and colleagues while collaborating with all members of our learning community to enhance student educational experience and achievement; · Demonstrate integrity, honesty and respect by accepting responsibility for one's content standards and practices as well as the educational philosophy of the IB programme;
- Incorporate an understanding and appreciation of many, varied perspectives, cultures, traditions and histories to assist students in evaluating a varying points of view.
- Show empathy and respect for students, families, colleagues and community members while making a positive impact on our local, national and global communities.
- Exhibit courage and independence while embedding new ideas and experiences into the educational experience for students.
- Attend to personal well-being through seeking intellectual, physical and emotional balance.

- Reflect on one's professional practice and engage in professional development to meet the needs of our students.

## **DP Types of Assessment**

- **Homework:** Homework is given twice a week by each subject marked to IB criterion. Furthermore, reading of topics covered is expected from all students throughout the week to reinforce knowledge.
- **Oral presentations:** are an important part of confidence building and an essential part of students' assessment in the IB programme. The TOK course specifically asks for an Oral Presentation so it is important students have plenty of practice for this in all their lessons. Twice a term students will research and present a topic, this will be marked according to IB criteria.
- **Projects:** In the IB, another vital component of the Extended Essay course which must be assessed throughout in their individual subjects. Mini projects are set throughout the year to reinforce research and collaborative skills.
- **Essays:** All students are expected to complete an essay style question once a term in each of their subjects. This is marked to IB criteria.
- **Quizzes/tests:** End of topic tests will be given but based on IB criteria. These will be from a past examination paper. In this way teachers will mark the tests according to the IB criteria.
- **Internal moderation of students work:** is done by teachers throughout the year as they assess their own marking and feedback skills.
- **Reports:** are twice a year and give the opportunity for the teacher to give targets on each student so they know how they can improve. The grade that goes on the assessment and reports is in most cases an average of the formally assessed pieces of work that are set throughout the term. Each department will have different numbers of formally assessed work but the average of these will go into the report grade for that period.

## **Earning the International Baccalaureate Diploma**

The IB uses criterion referenced assessments to confer points leading to an IB Diploma. Each of the six examined subjects is graded on a scale of 1 to 7 points. A student who scores a minimum of 24 points on 3 Higher Level and 3 Standard Level (or 4 HL and 2 SL) subjects, completes both the Theory of Knowledge class and the Extended Essay with at least a D grade, and accomplishes both 150 CAS (Creativity, Activity and Service) hours can be awarded an IB Diploma. Diploma provided none of the following failing conditions exists:

- A grade of 2 in any HL subjects
- E grade 3 in any HL subject not compensated by a grade 5 or above in another

- A grade 1 in any SL subject
- Two or more grade 2 in SL subjects
- Two or more grade 3 in HL with a grade of 2 at SL
- Four or more grade 3 subjects

Excellent performance in the 6 subject areas result in a grade 7 for each, or a total of 42 points. The maximum diploma points score is 45. Theory of Knowledge and the Extended Essay contributes to the overall source through matrix system, which awards up to 3 bonus points based on the candidate's combined performance. Those students who do not satisfy the entire set of requirements for an IB Diploma or who elect to take fewer than six subjects are awarded a certificate for examinations completed.

### **Intervention programme**

All students will have regular meetings IBDP coordinator to review progress as measured by school based and IB internal assessments. Where appropriate, students will be set targets for improvement and provided with additional guidance and teaching. These meetings will be recorded and conveyed to parents who may also be invited to attend.

### **Generic IB Attainment Grade Descriptors**

- Grade 7 A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
- Grade 6 A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
- Grade 5 A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
- Grade 4 A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.

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

### **Conversion of IB Diploma into Higher Secondary School Certificate**

According to Inter Board Committee of Chairman of Pakistan, International Baccalaureate Diploma with minimum of five required subjects from external examining body Geneva, Switzerland is equivalent to Higher Secondary School Certificate of Pakistan.

1. Pre- Medical. Five subjects of IB including English, Physics, Chemistry, Biology and one overall best academic subject.
2. Pre-Engineering. Five subjects of IB including English, Physics, Chemistry, Mathematics and one overall best academic subject.
3. Humanities/General Group. Five subjects including English and four elective subjects.

IBCC conversion formula for grades of International Baccalaureate Diploma awarded by Geneva, Switzerland.

Grades	Pak Equivalent Marks(For External Exams)
7	90
6	80
5	70
4	60
3	50
2	Zero
1	Zero

### **POLICY REVIEW AND COMMUNICATION POLICY**

The Assessment Policy was created by a Policy committee which consisted of the MYP coordinator, IGCSE coordinator, A level coordinator and the IB DP Coordinator. The work of the committee was informed by publications from the IBO, as well as example Assessment Policies from IB World Schools. The document will be reviewed annually and updated to correspond with any necessary changes. The document will be posted on the RMS website to



ensure that all stakeholders (parents, teachers, students, administration, and community members) have access to it.