

**UCSI International School Springhill**

# *Assessment Policy*



Developed by : UCSI Leadership group with collaborative contribution from whole staff group in 2018-2019 .

*Executive committee:*

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## **Introduction**

The focus of UCSI assessment is to allow students and educators to measure a student's grasp of key concepts and/or the understanding of goals. In doing so, the school community gathers evidence of understanding in both formal and informal ways, by what students write, say, make, and do. This evidence is collected in an ongoing fashion as part of our efforts to improve students' learning and personal growth in both the short and long term.

## **Core Beliefs**

At UCSI we believe that effective assessment:

- Is criterion-referenced according to IB guidelines and is made clear to students by teachers at the beginning of and throughout the course;
- Is designed by teachers and/or assessment experts, using a variety of methods, and is relevant and motivating to students;
- Accurately monitors the progress of student learning and achievement;
- Allows for adjustment and improvement our curriculum and assessment practices;
- Produces meaningful feedback for students, parents and outside organizations, on a broad range of concepts, attitudes, knowledge and twenty-first century skills.

We recognize that students:

- Have differing learning styles;
- Have different backgrounds, expectations and needs;
- Perform differently according to the context;
- Will benefit from self-assessment and peer-assessment as part of the learning process;
- Need frequent feedback to understand their achievements and areas for improvement.

## **Statement of Purpose**

UCSI assesses its students in order to:

- Extend the student's learning;
- Develop and monitor the student's abilities, interests, and areas of growth (not a

snapshot, but a narrative);

- Evaluate the effectiveness of instruction and the student learning environment;
- Inform curriculum review;
  
- Inform others as appropriate, including students, teachers, parents, receiving schools, future employers.

## **Assessment Practice**

We assess student learning and growth by gathering evidence and information from the following sources:

- Ongoing formative assessment
- Summative assessment tasks
- Previous records
- Communication with parents and those who have knowledge of the student's development

The school year is divided into two semesters and each semester is divided into two quarters.

# Primary Years Programme (PYP) Assessment Policy

## Guidelines for Assessment Practice

### *Reporting*

Teachers, students and parents will assess, record and report learning through:

- Units of Inquiry
- Learner Profile
- Student Portfolios
- Conferencing

### *Units of Inquiry*

**Purpose:** Each Unit of Inquiry will include both formative and summative assessment and will be deliberately planned (in the planners) to be fair, consistent and developmentally appropriate. UCSI International School, Springhill PYP teachers are cognizant of ensuring all essential elements are assessed: knowledge, concepts, skills, attitudes and action. The purpose and means of assessment should be clearly explained to the children.

**Formative Assessment** is interwoven within each Unit of Inquiry. Pre-assessment is considered a form of formative assessment and will determine a students' prior knowledge to plan the next stage of learning within the context of the lines of inquiry. Formative assessment and teaching are directly linked; neither can function effectively or purposefully without the other. The tools and strategies of formative assessment can be, but are not limited to:

Rubrics, Observations, Checklists, Performance assessments, Exemplars  
Process-focused assessments, Anecdotal records, Selected responses  
Continuums, Open-ended tasks

**Summative Assessment** takes place at the end of each Unit of Inquiry and is an opportunity for students to demonstrate what has been learned, highlighting the knowledge, concepts and skills acquired throughout. Summative assessments may include one or any combination of the following: acquisition of data, synthesis of information, application of knowledge, and process.

- Evaluation methods to measure proficiency may be through performance based assessments, student initiated action, or through selected response items.
- Those involved in evaluating student responses, products or performances may include any one or combination of the following; teacher(s), student(s), parents/

community members, expert judges.

- Feedback methods may be in one or any combination of the following; numerical score based on rubrics, letter grade, developmental proficiency scale, narrative report, checklist, verbal report/conference.

**Student generated reflections** will take place at the end of each unit. They may be any of the following:

- A general reflection on the Unit of Inquiry, including knowledge and understanding gained about the central idea, and possible future investigations;
- A response to a piece of work from the Unit of Inquiry;
- A maintained running record of “big ideas” taken from each unit to be passed from grade to grade so students/parents will have cumulative student generated assessment from their PYP experience.

**Teacher assessment/reflection of each unit** will occur throughout Units of Inquiry. Teachers will meet at least once a week to share updates on their units and ensure that opportunities for collaboration and transdisciplinary learning are discussed with the rest of the PYP team.

## **Learner Profile**

**Purpose:** While at UCSI International School, Springhill, all participants in the learning process are expected to model the attributes of the Learner Profile. Students are expected to regularly reflect and set goals on their development of the attributes.

### ***Tools / Strategies:***

- Units of Inquiry have focus attributes that will be revisited during the duration of the unit.
- 2nd through 5th grade students will use a Learner Profile Reflection to self-assess their growth and understanding of the Learner Profile.
- 5th grade will reflect their personal growth/journey through demonstration in the exhibition using electronic data and portfolio pieces.

### ***Agreements:***

- Assessment of the Learner Profile and attributes will be student driven. Parents are encouraged to facilitate student goal setting and reflection with regards to modeling the attitudes and attributes of the PYP.
- PYP Students, parents, teachers and school administration are expected to model the Learner Profile while at UCSI International School, Springhill.

- Students are held accountable for showing evidence of modeling and understanding the characteristics of all profile attributes through behavior, writing reflections and unit stipulations.
- UCSI International School, Springhill, will communicate evidence to parents.

## **Student Portfolios**

**Philosophy:** Student portfolios help students reflect on their learning, show growth over time and development of the whole child, both inside and outside of the Program of Inquiry, in all subject areas.

### ***Purpose:***

- To allow all involved in the learning process, including students, teachers and family members to see a true picture of the child's learning.
- To help the teacher reflect, assess and teach.

### ***Contents of UCSI International School Primary School Student Portfolios including, but not limited to:***

- One student-generated reflection for each unit from our POI or a student's response to a piece of work from the Unit of Inquiry.
- PYP Learner Profile Reflections including a record of their big ideas.
- A balance of teacher-selected and student-selected work (focused on product and process) from the Unit of Inquiry.

### ***Evidence of Development including, but not limited to:***

- Mathematics: Problem Solving Piece.
- Writing: Evaluated Writing Sample.
- Work from specialists assessed by rubrics or other assessment tools in Music, Art and PSPE, Drama and Languages.
- Work from the Unit of Inquiry.

### ***Management Guidelines:***

- Intended to be student managed with teacher guidance.
- A balance of teacher-selected and student-selected work depending upon developmental stage of child.

- Students should be able to explain why specific materials are in their portfolios.
- A balance of focus on product and process.

## **Conferences**

**Philosophy:** The primary function of reporting student progress is to establish, encourage and maintain communication between home and school, the child and parent/ guardian, and the learner and teacher.

The type of conferences offered will be determined by the Principal and PYP Coordinator, based on consultations with PYP classroom teachers. Special accommodations may be needed to suit individual family needs.

### ***Parent / Teacher Conferences***

#### **Purpose:**

- To provide an opportunity to establish a relationship with the parents; To allow the teacher to learn about the student from the parent to guide Instruction;
- To allow the teacher to share evidence of student learning growth (compared to other students and grade level expectations or standards) with the parents;
- To develop and assess goals and concerns for the year.

### ***Student-Led Conferences***

#### **Purpose:**

- To allow students to reflect on their own growth and take ownership for their own learning and to report this to their parents from the beginning of the year until the date of the student led conferences;
- To set goals with the student and parent to ensure the student's continued success.

## **Homework Regulations**

Homework is sometimes a necessary part of a student's coursework, and all students may expect to receive homework on a regular basis. Homework is intended to reinforce work covered in class and to help students develop important habits of self-discipline, organization and self-reliance. Furthermore, UCSI believes:

- Homework develops and consolidates skills necessary for further learning;

- Feedback will help students extend their learning;
- Homework tasks will be appropriate and relevant to the Unit of Inquiry as well as year levels;
- Reading daily, both assigned and/or personal choice, will develop important lifelong reading habits;
- Students need time at home to pursue personal interests, mother tongue language
- Fluency and to partake in physical, recreational and intellectual activities with their family and friends.

### ***Expectations of the Student***

Students are expected to complete homework assignments on time and as independently as possible.

### ***Expectations of the Parent***

- To support and provide an environment conducive to learning and working, by discussing the concepts and ideas being studied.
- To help develop the study skills required for sustained application to work.
- To help their children to practice and develop essential skills.
- To read with their children and listen to them read where appropriate.

Parents can contact the classroom teacher if they have concerns or questions about homework. Estimate of time per day to be spent on homework, not including reading:

- PYP 1: 10 minutes,
- PYP 2: 20 minutes,
- PYP 3: 30 minutes
- PYP 4: 40 minutes
- PYP 5: 50 minutes

## **Middle Years Programme (MYP) Assessment Policy**

### **1. Aims Of IB MYP Assessment at UCSI:**

UCSI International School aims to

- support and encourage student learning by providing regular feedback through



Formative and Summative assessments.

- enhance and improve teaching practices.
- facilitate the learning process through clear assessment practices.
- provide opportunities for students to show transfer of skills and show their knowledge across different subjects, with emphasis in the e-portfolio, e-assessment, personal project and interdisciplinary unit assessments.
- foster of students' interest towards learning supporting the development of creative and critical thinking skills.
- enhance their subject knowledge through enquiry questions and research.
- apply problem solving skills to real world problems.
- support teachers in the construction of a curriculum overview for each subject, in order to guide students through the MYP years (from MYP 1 to 5).
- enhance the holistic nature of the programme in terms of the whole learning community (including students, teachers, parents and leaders).
- reflect the international-mindedness of the programme by ensuring assessments to be developed considering a variety of cultural and linguistic contexts.

## **2. Admission policies**

The aim of the admissions process in UCSI MYP program is to identify the needs of the applicants and obtain a global vision of the students to help them succeed in their transition to UCSI International School.

For admission to UCSI International School Middle Years Programme the applicant should sit for an English proficiency test, as well as a Math test followed by an interview, in order to assure he/she has the appropriate knowledge and skills to fulfil the requirements of the program.

In the case of applicants to MYP Year 1 to 5, it is compulsory to take an English and Math proficiency test. The degree of difficulty depends of the group year and it is carefully designed by subject teachers. The result of these tests will help the admissions committee assess an applicant's ability to successfully carry out with the exigencies and language requirements of the MYP in the school. Applicants who perform satisfactorily in both tests will move on to the last stage of admission, which consists of an interview with the program coordinator, in person or via Skype.

For applicants who did not perform satisfactorily in the tests mentioned above, the Coordinator will make an appropriate recommendation. The admissions team (Principal, Coordinator) will provide a final decision regarding the student's acceptance and/or grade placement.

Parents and guardians should be aware that MYP Certificate is mandatory for Malaysian students -as the government body requires to sit for an externally marked exam in order to obtain official recognition of students' credentials. To be considered for MYP Certificate, candidates must be placed at least in phase 4 of the English Language Acquisition subject by the time they complete MYP 4.

### **2.1. Assessment of Application:**

The Admissions committee will make a decision only after assessment results and interview outcomes have been discussed. This process will take usually 2 to 3 days after the interview.

The objective of this process is to admit all students who can benefit from the education offered by the UCSI

International School considering the following:

*“A child with special educational and social needs will only be admitted if the school can offer a program that will meet individual Student needs. This will be discussed with parents at the initial stages of application prior to any formal application being made or accepted by exam committee if needed School council meet with parents too.” Principal and Practices”*

UCSI International School currently does not offer a special program to meet special education needs from any potential applicant.

### **3. Guideline and Responsibilities for assessment practice**

At UCSI International School the whole learning community, teachers, students, parents and leadership, have an important role as detailed below:

#### **3.1. Expectations from the Teacher :**

UCSI International School teachers play an important role in assessment as they design appropriate, engaging, and rigorous units of study and assessments according to the rubrics. They must align assessments with stated learning objectives/criteria, inquiry questions, significant concepts, and approaches to learning skills. Its teacher's responsibility to provide students with clear rubrics and task-specific clarifications at the beginning of each unit.

School Provides CPD's time to time as per requirement, for new teachers, Mentor help them to understand the rubric and provide further information of criteria specifications. Senior Course Adviser review assessments and cross check questions against the rubrics and type of questions.

UCSI International School teachers provide opportunities for students to reflect on their performance on a given assignment or assessment.

Teachers are responsible to conduct Formative assessment before, during and after the Unit. After each Formative assessment they provide timely and meaningful feedback to students and parents/legal guardians of student progress and areas of growth. The objective of this collaboration is to maintain consistent assessment procedures and continue to observe the students' progress .

For Summative assessment In MYP, teachers use the “best-fit” when determining levels of achievement. They seek advice from peers, the Senior Course advisor and coordinators as needed for standarization. Teachers are responsible to keep a record of Summative assessments updated in Managebac

(See “Teachers responsibility: INCLUSION IN ASSESSMENT” available in the inclusion policy for a more detailed description).

In order to address differentiation in the Summative assessment teachers allowed the students to choose between various modes of interpreting materials, such as visually, aurally or kinesthetically, and teachers allow the students to choose alternate modes of presentation for their performances of understanding (it could be a PPT presentation, Oral presentation or practical method). Inclusion in assessment may be provided according to specific subject needs ( As per in UCSI Inclusion Policies).

#### **3.2. Expectations from the Student[8]**

Do their best to exemplify the IB learner profile in their approaches to learning and assessments. School provides to opportunity to improve their IB learner profile by accommodating different learners profile in different subjects, they also get a chance to demonstrate IB learner profiles In Personal projects and service in action.

Get familiar with the assessment criteria and learning objectives for each of their subject groups. If any clarification is needed it should be discussed with the subject teachers.

Reflect on the content knowledge and skills that they are developing. Work meaningfully with teachers and peers to develop content knowledge and skills.

It is the student's responsibility to participate actively in the inquiry and exploration process in their class as well as during Formative assessments.

Regularly check grades and teachers feedback on Managebac. Review teacher's feedback that is given on summative or formative assessment, rubrics and reflect on it in a timely manner while setting goals that allow for continuous improvement.

### **3.3. Expectations From Administrators and leadership staff:**

It is the duty of administrators and leadership team to provide time, resources, and focus to teachers for maintenance of assessment policies. Provide time for collaborative planning. In addition to foster a spirit of collaboration and collegiality among all stakeholders.

Leadership team conduct International Baccalaureate (IB) MYP meetings and subject group meetings. They organize professional development workshop based on IBO updates/ subject guides and requirements in school for senior and junior teachers accordingly.

Trust the teachers' professional judgment in regard to determining levels of achievement considering the "Best-fit".

### **3.4. Expectations from the parents and Guardians:**

To understand and familiarize with the learning objectives for each of their children subjects. Use assessment criteria and objectives as springboards for discussion about assessment with teachers, administrators, staff, and their children.

Parents are allowed to contact with the subject teachers or leadership team via email requesting an appointment for a meeting. They can also contact the MYP Coordinator, subject teachers and Homeroom teachers with questions regarding assessment and students' progress, in order to support their children's academic and character growth throughout the MYP.

## **4. Assessment Practices**

At UCSI International School, we recognize that differentiation is the key to helping all students find success. We use a variety of resources and approaches to ensure that all of our students' needs are met. Assessment "promote a deep understanding of subject content by supporting students in their inquiries set in real-world Contexts" (P&P pg 78) and assessment results and students performances demonstrate a conceptual understanding of the learning objectives being taught .

## **4.1 Assessment Types**

UCSI teacher conducts formative and Summative assessment throughout the course of study as per subject, skill practiced in class and teachers requirement such as 1-2 formative assessment per unit and 1 Summative Assessment after completing each unit. All formative assessments are made to guide the students by teachers and peers feedback towards the culminating summative assessment. These assessments evaluate the process of students' preparedness for the summative assessment. These assessments are rooted to the MYP area objectives.

### **4.1 a. Formative Assessments**

Students will be asked to complete formative tasks essential to the study of the course to help them build the necessary skills to perform at their best in the tasks required. Formative tasks are not formally graded; however, the completed work and subsequent feedback provides valuable input for the student and teacher. These tasks may take the form of daily homework or checkpoints prior to the submission of a summative assessment task.

- It is important for students to submit all formative tasks on-time.
- Self and peer assessment enhance students understanding.
- Students are encouraged to provide self and peer feedback during class.
- Teachers provide feedback on students work using assessment criteria and task specific clarification.

The consequences for late submission of formative tasks are as follows. Please note that the consequences apply within a subject and are not cumulative across subjects.

#### **First Occurrence in a class**

Action: Student is reminded by the teacher to submit work. Teacher takes note of the late submission and discusses strategies to ensure future work is submitted on-time.

#### **Second Occurrence in a class**

Action: In addition to the actions above, the homeroom teacher is informed of the late submission via "responsibility reminder" and the student meets with the homeroom teacher to discuss strategies to ensure future work is submitted on-time.

#### **Third Occurrence in a class**

Action: In addition to the actions above, the teacher files an incident report and the student meets with the MYP Coordinator. The MYP Coordinator and student discuss strategies with parents to ensure work is submitted on-time.

All further incidents will be referred to the Principal.

Teachers are encouraged to contact the MYP Coordinator if they have concerns over repeated late/non-submission of student work.

Incomplete work should be submitted on time despite its unfinished nature; however, the teacher may require a student to complete the work after school hours.

The following Formative assessments allow instructors to differentiate based on abilities, learning styles, and student interests. UCSI teachers use different tools of Formative assessments for different types of learners such as

- a) Warm-up activities.
- b) Exit slips.
- c) Daily work checks.
- d) Regularly scheduled quizzes.
- e) Assessment criteria and task specific clarification.
- f) Checklists.
- g) Collection of work samples.
- h) Student self-reflection form.
  - a. Journal entries
  - b. Short essays
  - c. Charts or graphs of personal achievement
- i) Peer feedback.
- j) Discovery Education (web-based).
- k) Accelerated Reader (web-based).

All subjects' teachers provides constructive feedback on day to day basis. These feedback could be provided in different forms such as:

1. Feedback on homework and class tasks.
2. Written feedback on all Formative assessment rubrics.
3. Verbal feedback.
4. Peer-critiques and evaluations.
5. In class feedback .

UCSI collaboration platform between students and parents is Managbac, teachers provides online feedback on students work via managebac or google class directly based on the type of assessments. All formative assessment records can be easily track by google classroom by students.

#### **4.1b Summative Assessment Tasks**

Summative assessments are used as an evaluation of the individual student's achievement of objectives/ criteria and standards through an end-of-unit culminating project.

Summative assessment tasks are major components of a student's overall achievement level. Therefore, submission of these tasks is essential to a student advancing in their course work.

Students should be provided with the unit's formative and summative requirements at the beginning of the unit. At UCSI Teachers plan and collaborate for the assessments at the beginning of the academic year in the MYP subject group overviews. Teacher use the GRASP format to create Summative Tasks.

(Science Example: tasks such as for lab report Cr.B ad C two weeks earlier, Cr A and Cr.D a week earlier) based on subjects and task specification.

Notification should include the following features :

- Indication of task content and conceptual understandings;
- Format of the task, e.g. an essay, report, PPT presentation, podcasts, sound file, research task, lab report etc.
- The MYP objectives, assessment criteria and task specific clarification to be assessed as per IB subjects guidelines.
- Duration of the task.
- Due date: the recommended time for this notifying students is one week/ two week.

#### **4.2 Time, Procedure, Penalties**

All work is expected to be submitted on the due date at the time specified on the notification assessment sheet. This is essential to making progress on the Approaches to Learning (ATLs) which are evaluated each year and which must be met for promotion to the next grade level.

Work must be handed to the relevant teacher or submitted online when requested.

The consequences for late submission of work is as follows. Please note, late submission of summative assessment tasks are cumulative across all subjects.

##### **4.2 a. First Occurrence in a School Year**

Action: An incident report is filed. The teacher and student will discuss strategies to ensure no future late submissions. The homeroom teacher is informed via “responsibility reminder” and will review the conversation between the classroom teacher and student. In order to be considered the work in whatever state must be submitted within 5 school days.

##### **4.2 b. Repeated Late Work**

The students are expected to submit whatever work is completed within the due date.

Action: An incident report will be filed and the MYP Coordinator will meet with students and all teachers involved in late work submitted to date to discuss strategies to avoid future late submission. The MYP Coordinator will notify parents.

If there is an issue with excessive late work, either formative or summative, the Principal will be informed for further action.

##### **4.2 c. Absences**

If a task is due and the student is absent, he/she must submit the task immediately upon returning. If the absence is due to prolong illness, teachers will use their discretion to determine the due date. The student should be in communication with the teacher when possible to ensure a successful transition into the class.

If a task is to be completed in class and the student is absent, he/she must see their teacher on their first day

back to arrange for the completion of the missed task. Failure to follow this procedure could result in the student receiving no credit for the missed task (students will still need to complete the task in order to meet the learning outcomes for the course).

#### 4.2 d. Extensions

A student may ask for an extension through their classroom teacher prior to the due date. Students must have a valid reason for the request and, if approved, a new date will be set for submission.

All subject group teachers conduct Summative Assessments in a form of different tasks:

- a. Open-ended tasks
- b. Performance tasks
- c. In Class Assessment Tasks

### 5. UCSI School Examination / Guideline for assessment practice

All objectives and strands must be addressed twice in an academic year in the Summative Assessments. Each Global context must be tested at least once in an academic year for Year 1, Year 3 and Year 5.

Assessments contain a backward design to ensure the relevance of the objectives being taught (aligning with each subject group’s MYP aims and objectives).

#### 5.1 MYP Assessment Criteria and Determining Achievement

At UCSI International School subject teachers make decisions about student achievement by using mandated criteria and their professional judgment, (MYP Assessment Criteria/Rubrics are accessible on ManageBac for parents and students in each subject class. MYP assessment criteria and rubrics are discussed in class at the beginning of the academic year in August to ensuring that assessment is transparent and students know its importance.

Assessment objectives as per MYP subject are the following:

	A	B	C	D
<b>Language and literature</b>	<b>Analyzing</b>	<b>Organizing</b>	<b>Producing text</b>	<b>Using language</b>
<b>Language acquisition</b>	<b>Comprehending spoken and visual text</b>	<b>Comprehending written and visual text</b>	<b>Communicating</b>	<b>Using language</b>

<b>Individuals and societies</b>	<b>Knowing and understanding</b>	<b>Investigating</b>	<b>Communicating</b>	<b>Thinking critically</b>
<b>Sciences</b>	<b>Knowing and understanding</b>	<b>Inquiring and designing</b>	<b>Processing and evaluating</b>	<b>Reflecting on the impacts of science</b>
<b>Mathematics</b>	<b>Knowing and understanding</b>	<b>Investigating patterns</b>	<b>Communicating</b>	<b>Applying mathematics in real-world contexts</b>
<b>Arts</b>	<b>Knowing and understanding</b>	<b>Developing skills</b>	<b>Thinking creatively</b>	<b>Responding</b>
<b>Physical and health education</b>	<b>Knowing and understanding</b>	<b>Planning for performance</b>	<b>Applying and performing</b>	<b>Reflecting and improving performance</b>
<b>Design</b>	<b>Inquiring and analyzing</b>	<b>Developing ideas</b>	<b>Creating the solution</b>	<b>Evaluating</b>

**5.2 UCSI School Examinations**

UCSI conducts formal exams /Summative assessments twice in year at then of each semester (December and June), students sits for formal written examinations. The results of these examinations should be recorded



as follows:

Grade 10 IB (MYP 5) students have to sit end-of-year formal examinations that is SA . When material is drawn from work undertaken during the term, these scores can be a component of a student's term grade[17] [WU18] . Results of grade 10 end-of-year examinations may also be recorded within the body of a term report[19] .

Note: Teachers should give students clear guidelines concerning the material to be included in any summative assessment and provide a clear explanation of the final term grade, in terms of overall performance along the ter. End-of-year examination results are also related to MYP subject criteria.

### **5.2 a. Assessments in MYP Year 1 and MYP Year 2 (Semester Exam// Summative assessments)**

#### **Description of assessment in Semester Exams:**

Duration: 60 Minutes

Mode of exam: Written Exam (structured exam with cover sheet and instruction).

Assessment week: December 2019 and June 2020 (refer to academic calendar)

Criterion addressed: A, B, C, and D.

**Course work subjects:** Language Acquisition (task similar to the MYP 5 e-Assessments), Visual Arts (Portfolio), Design (Portfolio), PHE (Portfolio), Music (Portfolio) Drama (Portfolio). All Criterion must be addressed.

#### **Other Subject**

Malay + High level - Written Exam

*Malay + Lower level - ePortfolio Exam*

### **5.2 b. Description of assessment in MYP year 3 and 4 (Semester Exams)**

Duration: 90 Minutes

Mode of exam: Onscreen Exam (regular formative onscreen assessment should be given for practice).

Assessment week: In December 2019 and June 2020 (refer to academic calendar)

Criterion addressed: A, B, C, and D.

**Course work subjects:** Language Acquisition (task similar to the MYP 5 eAssessments), Visual Arts (Portfolio), Design (Portfolio), PHE (Portfolio), Music (Portfolio) Drama (Portfolio). All Criterion must be addresses.

#### **Other Subject:**

Malay + High level - Written Exam

Malay + Lower level - ePortfolio Exam

### **5.2 c. Description of assessment in MYP year 5 (Semester Exams)**

#### **Description of assessment:**

Duration: 2 hours

Mode of exam: Onscreen Exam (regular formative onscreen assessment should be given for practice).

Internal Assessment: December 2019 and April 2020 (trial exam) (refer to academic calendar)

IB eAssessment: May 2020 (one month study leave before IB exam)

Criterion addressed: A, B, C, and D.

Course work subjects, Language Acquisition (task similar to the MYP 5 e-Assessments), Visual Arts (Portfolio), Design (Portfolio), PHE (Portfolio), Music (Portfolio) Drama (Portfolio). All Criterion must be addresses.

Malay + High Written Exam

Malay + Low ePortfolio Exam

Teachers will be request to standardize students work from MYP 1 -5 after exam and submit high, mid and low samples on curriculum folder. (Meeting with Course Advisors as a subject group department).

### **5.2 d. Familiarization and Assessment preparation**

Teachers are encouraged to prepare a familiarization e-assessment practice papers from MYP Year 1-5 and make it available for candidates to become acquainted with the tools and format that are contained within the actual MYP on-screen examinations.

Specimen of on-screen examinations: MYP-Subject teachers may give time to the students to Practice with IB specimen online assessment during their own classes. They can also post the link on ManagBac

Assess prep exams. Teachers use assess prep application to design IB MYP onscreen exam type task for students to practice and familiarize the digital interface.

### **5.3 Community service**

MYP students must participate each year in service with and for their community. Through engagement with service as action, MYP students can make a positive difference in the lives of others and in the world around them.

#### **Facilitating Assessment**

IB MYP teachers should refer to the Assessment section in IB MYP from Principles into Practice and Middle

## **6. MYP 5 e-assessment:**

### Language & Literature

Student is required to be proficient in one of the languages available (English/Mandarin) at a level which is equal to phase 5 (language acquisition).

If they are proficient at a level between phases 1 – 4, the language acquisition course is appropriate for them.

The choice of subjects must be made from:

- language and literature (English/Mandarin)
- language acquisition (or a second language and literature subject for Bilingual Certification)
- Individuals and societies
- Mathematics (Standard/ Extended)
- Integrated Sciences
- One subject from Arts (Drama, Music, Visual arts), physical and health education, or design.

Meeting the requirements of the core

In addition to completing the assessment requirements of six subjects, a candidate must also meet the requirements of the following to be eligible for the award of the IB MYP certificate.

- Interdisciplinary on-screen examination
- Personal project
- The school's requirements for community service

Details of the criteria for achieving the IB MYP certificate can be found in section "[B8.1.1](#)".

The following subject have an e-portfolio:

### **6.1 Personal Project**

The MYP personal project is a student-centred and age-appropriate practical exploration in which students consolidate their learning throughout the programme. This long-term project is designed as an independent learning experience of approximately 25 hours. The personal project formally assesses students' ATL skills for self-management, research, communication, critical and creative thinking, and collaboration.

In MYP Students are expected to Submit a piece of work that is the product of the student's own initiative and creativity and reflects the learning and development of that student during their MYP experience called Personal Projects.

Students are free to choose the product of personal projects that could be a model, a book, website etc. Students are expected to choose their project with the guidance and supervision of a teacher or mentor in the school. All personal project communication, achievement grades and personal project exhibition is managed.organised by Personal project coordinator.

### **6.1 a. Recording and Reporting of personal Projects:**

Currently, MYP teachers inform students of their proficiency by sharing their achievement levels on the personal project rubrics for each criterion. Mentor conducts PP meetings with the mentees during the course of completing their projects. They provide students with feedback about their overall achievement and feedback on their progression to help students learn and improve for the future.

Student's personal project final achievement grades and sample work will be submitted to IBO at the end of year to IBO by MYP Coordinator.

### **7. Internal standardisation and moderation**

For the consistency of marking same subject teachers review each other papers and provide feedback if needed. In case of only one teacher is assigned to teach and assess specific subject, standardisation could be done with IDU teacher.

Senior course advisors are assigned to make sure that assessment is continuously conducted with accuracy, consistency and fairness.

### **6.3 Alleged academic misconduct during an examination**

During the on-screen examinations, academic misconduct may occur (for example, taking unauthorized material into the examination or showing disruptive behaviour) that is witnessed by the coordinator and/or invigilators of the examination. Alleged misconduct during an examination must be reported to the Assessment Division, IB Global Centre, Cardiff by sending a report to IB Answers as soon as practically possible (ideally within 24 hours). The report must include a full account of the incident. Any evidence, such as photographs of unauthorized materials, must be included with the report. Coordinators and candidates should be aware that a candidate will be in breach of regulations if an unauthorized item (such as an electronic device, notes, a mobile/cell phone, smart watch) is taken into an examination room, regardless of whether an attempt is made to use that item. Upon review of the report, the IB will contact the school to inform them about the next stage of the investigation. (Middle Years Programme Assessment procedures 2020)

#### **6.3 a In case of emergencies during the examinations**

An emergency situation is one in which the health or safety of a Student is threatened. These situations may include:

- a candidate's illness or injury, adverse or difficult circumstances

"If appropriate to the circumstances, and at the discretion of the coordinator, an examination can be administered to a candidate in an alternative location (for example, at home or in the hospital environment). All regulations regarding administering examinations must be observed. The school must allocate an invigilator to administer the examination; parents, guardians or family members cannot act as an invigilator."

- fire alarms, bomb threats and power failures during examinations

In an emergency (for example, a fire alarm, bomb threat or natural disaster), it is advised that candidates leave their work stations and evacuate the room without delay. If appropriate to the situation, candidates should be supervised and advised not to communicate with each other. If the circumstances allow, candidates may return to complete their examination. If the circumstances do not allow the examination to continue, contact IB Answers immediately to seek advice on how to proceed.

- natural disasters or civil unrest forcing school closures.

An emergency situation, such as a natural disaster, may prevent an examination from taking place at the scheduled time or on the scheduled day. In this instance, the examination must be rescheduled to the earliest possible opportunity, ideally within 24 hours of the original scheduled time. The coordinator must contact IB Answers to make the necessary technical arrangements.

### 7.1. Achievement level/ Awarding Semester Grades

Achievement level between 0 to 8 is based on level descriptors. The levels 1 and 2 appear as the first band, levels 3 and 4 as the second band, 5 and 6 as the third band and 7 and 8 the fourth. Level 0 is available for work that is not described by the band descriptor for levels 1 and 2. All criteria have four bands and a maximum of eight achievement levels.

MYP internal (school-based) assessment uses a “best-fit” approach in which teachers work collaboratively to establish common standards against which they evaluate each student’s achievement holistically.

### 8. Homework Policy

Homework can be used as part of a student’s coursework, and all students sometimes can expect to receive homework. Homework is intended to reinforce work covered in class and to help students develop important habits of self-discipline, organization and self-reliance.

Estimate of times per week to be spent on homework, including reading:

MYP Year	Estimated Time per week
MYP Year 1	5 to 7 hours
MYP year 2	6 to 8 hours

MYP year 3	8 to 10 hours
MYP 4 and MYP 5	up to 15 hours

In line with fostering independent learning and striving to develop the dispositions of the IB Learner Profile, we promote a collaborative approach to the scheduling of major assessments and project deadlines at regular collaborative planning meetings and will, as appropriate, involve students in the setting of deadlines. Students are responsible for organizing their time appropriately to manage long-term projects.

Submitting work on time is essential to demonstrating progress on the Approaches to Learning (ATLs). For promotion to the next grade level, students must meet or exceed all ATL skills.

### **9. Academic Honesty policy:**

If a teacher suspects cheating or breach of the Honor Code, he/she will refer to the school's Academic Integrity Policy for guidance. Use of turnitin in managebac for checking academic honesty.

### **10. MYP reporting implementation Plan**

At the end of semester teachers key in the assessment data on managebac that shows students achievement level which consists of a variety of criteria-referenced grades given through each term in a single 7 (high) – 1 (low) scale. Each subject has specific criteria and these criteria are measured on numeric scales, which different by subject/course.

At the end of the year, the translation of MYP criteria-referenced numeric marks into a final 7 (high) – 1 (low) achievement level should be achieved by BEST FIT

a) determining the most consistent level of achievement for each criterion achieved by the student during the course of all terms; and

b) measuring the final criterion levels total against moderated grade boundaries, based on published IB MYP grade boundaries.

### ***Posting a '0' Level of Achievement***

An MYP candidate should only receive a level '0' if work is not described by the band descriptors for levels 1 and 2.

### ***Posting Term Grades Lower than '4'***

A grade of '4' is a satisfactory achievement against MYP subject objectives, demonstrating a "good general

understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations and occasional evidence of the skills of analysis, synthesis and evaluation. The parents of students who may be at risk of scoring less than '4' at the end of a term should be engaged in a dialogue with the teacher and/or program coordinator aimed at taking measures to improve learning.

At the end of each semester Parents/guardians are invited to attend bi-annual meetings to review the student's progress over the semester, determine areas of struggle, and develop a plan that includes goals, to help bridge the gap between grade and instructional level.

Parents/guardians can make requests for more information regarding Special Education students and assessments by contacting the Special Programs Coordinator.

### **11. Award of the IB MYP certificate**

The IB MYP certificate will be awarded when all conditions have been met in compliance with the General regulations: Middle Years Programme (April 2014) and as described below.

A candidate may register for any number of subjects (including language acquisition, arts, physical and health education, and design), but only six subjects contribute to the award of the IB MYP certificate. A candidate must also register for the personal project and an interdisciplinary on-screen examination. If a candidate takes more than one subject from the same subject group, the highest grade will count towards the IB MYP certificate. Where a candidate chooses to take multiple subjects from arts, physical and health education, or design, the highest single grade from these subject groups will count towards the IB MYP certificate.

**The MYP Certificate** is the highest award for the MYP and results in certification by the IB Organization.

The Candidate must meet the requirements for the award of the IB MYP certificate. A certificate candidate must register for the **personal project, interdisciplinary on-screen examination, service as action**, and at least one discipline from each of the following.

The IB will award an IB MYP certificate to each candidate who has:

- gained a grade total of at least 28 points from six subject groups, the interdisciplinary on-screen examination and the personal project combined, out of a possible maximum of 56 points
- gained at least a grade 3 in at least one subject from each subject group
- gained at least a grade 3 for the personal project
- gained at least a grade 3 for the interdisciplinary on-screen examination
- completed the school's requirements for service as action.

### **Award of a bilingual IB MYP certificate**

A bilingual IB MYP certificate will be awarded to a candidate on successful completion of at least one of the following additional conditions. • Achieving at least a grade 3 for two language and literature on-screen examinations • Achieving at least a grade 3 for a science, individuals and societies, or interdisciplinary on-screen examination in a response language that is not the same as the candidate's chosen language and literature examination subject • Achieving at least a grade 3 for the submission of an ePortfolio for arts, physical and health education, design, or the personal project in a language that is not the same as the candidate's chosen language and literature examination subject The candidate must also achieve at least a grade 3 in the

language and literature examination subject.

**Students who complete the MYP are well-prepared for the academic requirements for the DP Programme. Our MYP students have a strong foundation to undertake the IB Diploma Programme (DP); in June after the completion of the MYP examinations, students are personally guided to prepare for the IB DP @ UCSI.**

## **12. Policy Creation Process**

The Assessment Policy was revised by publications from the IB "Principles into Practice", Subject guide and MYP assessment procedure 2019-20. The following individuals comprised the Assessment Policy Committee.

Ms. Hongyu Xiao C4 Assessment lead

Ms. Seema- Senior Course Adviser (Science)

Mr.Peter - MYP Coordinator



# Diploma Programme (DP) Assessment Policy

## Grading

The DP Programme uses subject-specific IBDP criteria to indicate levels of achievement whenever the IB does, for example for all assessments in Groups 1 to 3, and for assessments preparing for Internal Assessments in Groups 4 and 5. At the end of each term, students receive a summative grade, based on the IB 1 (low) – 7 (high) grade scale.

For assessments in many subjects, it is important to remember that some students will not be using their first language. What is important is that students present their thinking as clearly as possible. All teachers play a role in the development of students' language fluency and accuracy, and therefore aid students wherever possible in improving their language skills.

Throughout the curriculum and instructional process, assessment should:

- Be both formative (to assist students in building understanding, skills and knowledge) and summative (to assess students' acquired understanding, skills and knowledge);
- Be ongoing and reflective, allowing students to evaluate their progress and set targets for improvement;
- Be internally standardized (whenever possible) both at departmental and grade level, and between the divisions, to ensure consistency.

## Guidelines for Assessment Practice

**Purpose:** For the DP, assessed work may vary in its purpose and teachers are expected to use the full range of assessment activities. DP assessment supports and encourages effective teaching and learning and determines the learners' levels of understanding, using both formative and summative assessment.

### *Internal and External Assessment*

Internal and external assessment is a feature of the IBDP. Internal assessment is undertaken by all Secondary School teachers; external assessment involves teachers and/or coordinators sending candidate work to IB examiners for assessment.

Teachers are expected to use the full range of assessment activities and should scaffold assessment tasks throughout the program, or adapt examination (end-of-course) criteria where applicable, so that students in the first year of study have access to the full range of assessment grades. 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. Additionally, teachers are encouraged to reward alternative but equally valid answers that contain coherent ideas which are relevant to the question.

The DP uses distinct schemes and subject specific criteria. The final report card / transcript levels of the DP are out of 7, and grade boundaries are applied to determine the final level out of 7.

For assessments and subjects that uses IB-prescribed criteria, teachers must inform students which criteria will be used to evaluate their work, both for internal assessment (IA) and external assessment (EA). Teachers must explain what is required for students to fulfill the criteria for any particular piece of assessed work. Feedback to students should be prompt (within 2 weeks of submission) and constructive. Teachers must keep a clear and accurate record of all assessment activities. Evidence of formative assessment in preparation for summative assessment should also relate to subject criteria. Both formative and summative assessment will occur within a single grading period.

When using criterion-related assessment, student answers are placed where the majority of descriptors correspond to the student's work. If the descriptors include many strands of an objective and student performance is at a high level on most of the strands but not all them, teachers adopt a "best-fit" model. If most of the performance was, for example, at the 5–6 level, and yet student work on a particular strand was missing, teachers might consider reducing the overall performance to a lower band. If a piece of work seems to fall between two level descriptors, only partially fulfilling the requirements of the higher descriptor, teachers will re-read both of the descriptors in question and choose the descriptor which is a "best fit" description of the candidate's work.

### ***Submission of Student Work***

Students should be given notification well in advance of summative assessment activities. Notification should include the following features:

- Indication of task content and conceptual understandings;
- Form of the task, e.g. an essay, report, power point presentation, podcasts, sound file, etc.;
- The DP criteria to be assessed;
- An assessment rubric, including generic descriptors and task-specific clarifications;
- Duration of the task;
- Task's due date: the recommended time for this notification is one week for an in-class task and two weeks for a hand-in task.

### ***Time, Procedure, Penalties***

- All work is expected to be submitted on the due date at the time specified on the notification assessment sheet.
- Work must be handed to the relevant teacher or submitted online when requested.
- It is the responsibility of the student to ensure that work has been received by the teacher.
- There will be consequences for late submission of work. This is to be determined by the professional judgment\* of classroom teachers and may take into consideration the following factors:
  - o Previous instances or infringements;
  - o The student's academic history (e.g. whether the student has specific learning needs);
  - o Other personal circumstances.

Teachers are encouraged to liaise with the DP Coordinator if they have concerns over repeated late/non-submission of student work.

- Parent/guardian will be notified in writing when assignments /Students work is not submitted on the due date.
- In serious instances/recurrences, the DP Coordinator will meet with the student and parents.
- Work not submitted on time (without adequate explanation or being unreasonably late\*) may be marked but not counted towards overall grade at the discretion of the teacher. The task may still be required to be completed in order to demonstrate an ability to meet the criteria for the task as well as the course requirements.

Incomplete work should be submitted on time despite its incompleteness.

The following consequences for the late submission of tasks (without an acceptable excuse\*\*) apply to Grades 11-12.

### **Late Work**

Consequence: Responsibility reminder issued and parents contacted by classroom teacher. Work will be accepted up to five days late, but the student's grade is reduced 10% of the total grade earned each day it is late. After five days, the student's recorded grade will be zero for the assignment.

If a student is absent on the day work is due, he/she must still submit the assessment item to the teacher. Individual teachers may have their own policies. The task is still to be completed

in order to demonstrate an ability to meet the criteria for the assignment and to meet the requirements of the course.

### **Repeated Occurrences**

Parents will be requested to come to school for a meeting with the DP Coordinator and the subject teacher(s) involved. A student may be placed on academic probation which will involve mandatory attendance in the ECA-time Study Session.

### **In-class Task**

If a student is absent from school on the day an assessment task is to be completed in, he/she must see the teacher on their first day back to arrange for the completion of the missed task. Failure to follow this procedure could result in the student receiving no credit for the missed task (students will still need to complete the task in order to meet the learning outcomes for the course).

### **Scheduling for Missed Assessment Tasks**

When scheduling a time to complete a missed task, the teacher will take into account a student's circumstances (e.g. recovery from a sickness) during his/her preparation time. In some cases an alternative task may be given. Each situation will be reviewed individually.

### **Extensions**

A student may ask for an extension through their classroom teacher prior to the due date.

Students must have a valid reason for the request and, if approved, a new date will be set for submission.

\* Work submitted 'unreasonably late' is deemed to have been submitted more than 5 working days after the deadline.

\*\* The IB philosophy is that teachers are best placed to assess the work of their students, as well as the contexts for the submission of work. Teachers are also best placed to make a judgment on their approaches to learning, including organization skills, as well as the consequences for poor study habits.

### **Quarter Grades**

In each subject, the summative quarter grade requires the translation of a variety of criteria-referenced grades given through each term into a single 7 (high) – 1 (low) grade. Each subject has specific criteria and these criteria are measured on numeric scales, which differ by subject/course.

## ***Grades for the IB Diploma Program***

Grades given for criteria-referenced tasks are translated into final 7 (high) – 1 (low) reported grades by measuring performance against moderated grade boundaries, based on boundaries published by IB.

### ***Posting a '0' Level of Achievement***

An IB DP candidate should only receive a level '0' if the work has either not been handed in, or the material is entirely irrelevant/incorrect.

### ***Posting Quarter Grades Lower than '4'***

A '4' in the DP Program is commonly seen as the minimum requirement to secure a passing grade in external examinations. The parents of students who may be at risk of scoring less than '4' at the end of a term should be engaged in a dialogue with the teacher and/or DP coordinator aimed at taking measures to improve learning. Parents should have been forewarned of the possibility of their child receiving a grade lower than a '4' while there is still time for the student to rectify the situation.

Prior to release of term grades, the DP coordinator must be informed of any grade of '1' or '2' across the quarter. The teacher awarding grades of a '1' or '2' should also supply the coordinator with the relevant correspondence with the student and parents, and all information about the measures taken to address the student's difficulties.

## **UCSI School Examinations**

At certain times of the school year, students will sit for formal written examinations. The results of these examinations should be recorded as follows:

- IBDP end of quarter exams take place at the end of Quarters 2, 3, 4, 5, and 7.
- Quarter 1 report card draws on in-class assessments and/or coursework submissions as deemed appropriate by the subject teacher with the DPC's approval.
- Quarter 6 report card largely draws on coursework submissions and to a lesser degree on in-class assessments.
- Teachers revise components of quarter examinations with regards to their weightage and sizes annually.
- Grade 12 DP Mock Exams will include questions on material completed over the entire course of study and will serve to let the student and teacher know where students stand at that point in time. These exams will be followed by a review period with the subject area teachers for clarification prior to the May exams. These grades will be recorded as part of the quarter grades.

- Students who do not complete their exams during the assigned period will receive a zero, except in case of extreme circumstances which will be dealt with on a case- by- case basis. Any student allowed to make-up missed exams must do so within two weeks of his or her return to school, and must set an appointment with the Diploma Programme Coordinator to do so. If the student does not complete the exam within two weeks of his or her return, he or she will receive a zero.

Note: Teachers should give students clear guidelines concerning the material to be included in any summative examination and provide a clear explanation of the relationship between the examination and the term grade.

## **Reporting Assessment**

Full, written academic reports are issued for all students at the end of each quarter. However, students in Grade 12 who have external examinations in May and, consequently, complete their studies early, will receive their quarter report prior to graduation. Additionally, all students are to receive progress reports at mid-term.

## **Facilitating Assessment**

When using an IB Diploma mark scheme, ideally grading will follow the published assessment criteria. However, it may be necessary to make a change to ensure that this is in line with the school's internal grading policy. Teachers will consult subject guides, mark schemes and Examiners' Reports on the PRC for current grade boundaries and criteria.

## **Supporting Assessment: Expectations of the Student**

The teacher can expect the student to:

- Be on time to class and fully prepared with all the appropriate materials (including a laptop) for classwork and assessment activities;
- Respect others' right to learn and to collaborate constructively with peers;
- Submit any required work – homework, class work, assignments and projects, etc. – on time and consistent with their abilities;
- Present work neatly and appropriately.

## **Supporting Assessment: Expectations of the Teacher**

The student can expect the teacher to:

- Clearly identify the requirements for each piece of work, providing students with task specific clarification of relevant assessment criteria/rubrics;

- Provide adequate time for students to complete any given each assessment task;
- Provide adequate access to any materials necessary for the successful completion of any assessment task;
- Assess all work appropriately and return it to students in good time. For more detailed work, teachers may take more than one week to return work.

## **Supporting Assessment: Expectations of the Parent**

The school encourages parents to offer constructive and positive support as their children complete their schoolwork; however, this support should not go so 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.
- Have access to a computer.
- Have Internet access.

## **Academic Integrity**

If a teacher suspects cheating or breach of the Honor Code, he/she will refer to the school's Academic Integrity Policy for guidance.

## **Homework Policy**

Homework is a necessary part of a student's coursework, and all students can expect to receive homework on a regular basis. Homework is intended to reinforce work covered in class and to help students develop important habits of self-discipline, organization and self-reliance.

In line with fostering independent learning and striving to develop the dispositions of the IB Learner Profile, we promote a collaborative approach to the scheduling of major assessments and project deadlines at regular collaborative planning meetings and will, as appropriate, involve students in the setting of deadlines. Students are responsible for organizing their time appropriately to manage long-term projects.

Teachers expect homework to be done properly and punctually. Failure to do homework is

treated seriously, and when completing homework is perceived to be problematic, the teacher will notify the student's homeroom teacher and the relevant supervisor, who may require the student to forfeit his/her time outside of class to complete the outstanding work, or be asked to attend after-school academic workshops. Parents will be notified should a student repeatedly fail to submit schoolwork. For more details on the submission of DP student work, please refer to the section 'Submission of student work- DP.'

### **Assessment Policy revision process:**

The school Assessment policy was refined during the self-study period. The initial version was developed in 2014 and submitted for Authorisation visits in 2014 -2015.

The process of revision was arranged based on the Self-study 2018-2019 finding and survey results .

This survey was designed specifically for the Assessment Policy revision :

- Are you familiar with current assessment policy?
- As a member of the learning community, are you aware of , and understand, why and what to assess?
- As a school community, do we have shared and common language for talking about assessment?
- Is UCSI SH assessment process collaborative and inclusive for all members?
- What is your opinion constitutes the quality of assessment in the school?
- In the UCSI SH learning community, everyone has a clear understanding of the reasons for assessment, what is being assessed, the criteria for success, and the methods by which the assessment is made.
- How the results of the assessment are used to inform learning community ?
- The UCSI academic staff is mindful of the well-being of students to ensure self-assessment promotes a positive sense of agency and self-efficacy (1-10)
- Students are provided with timely, specific and well-considered feedback that students can act upon (1-10)
- The learning goals and assessment success criteria are transparently communicated and shared with students and parents (1-10)
- The assessment for learning process is based on guided and open-ended learning experiences that allow for a range of opportunities to demonstrate skills in different context (1-10)
- How could the learning and teaching process be modified as a result of the assessment?

[https://docs.google.com/forms/d/1gCJswhnv00Jvn77JFNxECj4leedAE2VO\\_32H8rdxU/edit](https://docs.google.com/forms/d/1gCJswhnv00Jvn77JFNxECj4leedAE2VO_32H8rdxU/edit)

Based on survey and self-study findings the whole staff group worked collaboratively to make all updates and changes via Google docs platform . The final version was accomplished and proofread by leadership group (3 programme coordinators and principal) and triangulated in alignment with Admission and Language Policies.

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