



ENGLISH TALENTS SCHOOL

Assessment Policy

2020 – 2021

## Assessment Policy AT ETS

### I Overview

The central focus of education at the English Talents School is to facilitate students learning and personal development. In order to ascertain the success of teaching strategies, levels of students' achievement, and to meet ongoing student educational needs, it is necessary to assess students' performance and report their achievements. At ETS we established guidelines that we are all expected to adhere to.

### II Why Do We Assess Students?

Assessment is a process which will be used to improve teaching and learning at ETS.

#### ***Purpose of Assessment***

English Talents School assesses students for the following reasons:

- to serve as a tool which will encourage and motivate students to learn
- to assist students in setting goals for themselves to develop learning strategies
- to build positive self-esteem and encourage students to strive for their personal best
- to provide meaningful feedback for students on their current level of achievement
- to empower students to be independent, self-reliant and self-critical learners
- to help teachers differentiate instructions to meet students' needs
- to provide teachers with diagnostic information about special needs students which will contribute to the design of Individual Education Plans
- to help parents determine if their child is learning what is necessary for future success both in school and real life situations
- to help parents fully understand the strengths, weaknesses, progress, achievements and learning style of their child

## **Principles of Assessment**

Principles of assessment acknowledge students' learning that is intended to: Proper assessments are supposed to:

- be linked to grade specific curriculum/content, skills, and attitudes taught.
- evaluate the extent to which the objectives are being met.
- have variety of tasks to assess different styles of students' learning.
- be attached to an assessment task specific rubric given to students with each task.
- to be assessed against published MYP & DP criteria and not against students work.
- have formative and summative assessments that evaluate students' knowledge and understanding through application.
- provide teachers, students and parents with authentic indicators that reflect the students' performance and achievements
- provide feedback for students and teachers in order to tailor and support learning and teaching strategies
- have evidence from students' work for each objective related to MYP & DP

### **III What Do We Assess?**

Assessments take place in a various ways. Through proper planning and teaching, educators assess students' knowledge, skills, and performance based on a variety of tasks. In doing so, the teacher is able to better identify the students' abilities, in return creating better plans tailored to guide students toward improvement.

At English Talents School, we assess the performance and progress of each student in the following subjects using different assessing techniques:

**KG:** Religion, English Language, Mathematics (in English), Arabic Language, Mathematics (in Arabic), Sciences, Visual Arts, Drama, Digital Design, Physical Education, social and motor skills.

**Grades 1-5:** Religion, Arabic, English, Math, Science, Social Studies, Visual Arts, and Physical Education

**IB Middle Years Programme:** (Grades 6-10): Religion, Language and literature (English and Arabic), Language Acquisition, Math, Sciences, Individuals and Societies, Visual Arts, Drama, Digital Design and Physical and Health Education.

**IB Diploma Programme:** (Grades 11 & 12): Language A: English Language and Literature, Language B: English, Language A: Arabic Literature, Language B: Arabic, Business, Economics, Biology HL/SL, Physics HL/SL, Chemistry HL/SL, Math HL/SL, TOK, and Religion.

#### **IV When and How Do We Assess?**

Assessments are determined according to the program requirements and grade level and can be on every day occurrence.

##### **Types of assessments:**

- *Formative assessment:* Done throughout a unit and is part of the daily learning process. It gives teachers feedback regarding students' learning and progress and helps them to prepare the next stage of students' learning. It takes a number of forms (but not limited to) short quizzes, class discussions, homework, worksheets, etc.
- *Summative assessment:* which is the generalized evaluation of a student's achievements' level and is normally done at the end of a course, term, MYP & DP units or scholastic year and takes a number of forms (but not limited to) common ways of testing, essays, lab investigations, projects, external and internal assessments.

##### **ETS assessments**

Assessments at ETS are best described as internal, continuous and criterion referenced, and external, as part of the DP requirements. The assessment tasks, strategies and tools are designed, developed and applied by subject teachers working with students in the school; and continuous intervals because the school requires teachers to organize assessment over the course of the programme and not just end of semester or end of year examinations.

The programme encourages a balance between formative and summative assessments. Students are monitored and assessed throughout the programme using the criteria that are related to the objectives. The formative assessments are considered an important aspect of all teaching and learning in the school and are viewed as a necessary and important part of the learning process. The purpose of summative assessments is to support learning and also to contribute to the ascertainment of an achievement level; this usually happens at the end of a learning period such as the end of subject units, a semester or a scholastic year.

The semester reports include grades for each criterion. These grades represent the professional judgment of the teacher on the ability of each student within each criterion. Each criterion must be assessed at least twice in each scholastic year to provide the teacher with the required evidence.

Teachers at ETS are responsible for developing authentic assessments according to the published subject objectives. A wide variety of assessments are used, such as projects, oral presentations and performances, as well as written papers, essays, tests, etc. Assessment strategies used by teachers combine teacher-led assessments, group and/or peer evaluation and student self-assessment together.

In Grade 10, all students are required to undertake the MYP Personal Project, which is an extended piece of individual work demonstrating the students' learning in the MYP, particularly their understanding of the areas of interaction. Satisfactory completion of the Personal Project is one of the conditions of attaining an MYP certificate.

For the DP, assessment models are constructed at HL and SL for each subject, Theory of Knowledge (TOK), and the Extended Essay (EE). CAS does not contribute to the total of points; however, it is a requirement that must be fulfilled to attain the Diploma.

The Extended Essay is assessed through:

- an external assessment is combined with the TOK grade, which adds up to the three points on the total score.
- A research on a chosen topic, consisting of 4,000 words, should be submitted and supervised by a certain teacher from the school.
- A short interview with the supervising teacher.

## **Assessment Tools**

Assessment strategies are applied in the classroom by using the following tools:

- *Subject-based objectives*: Each MYP and DP subject has a set of objectives that must be met at the completion of every grade level.
- *Task-specific rubrics*: Set criteria used to determine the level of achievement for each student based on the specific task at hand.
- *Records*: Data collected based on students' work which tracks students' progress or setbacks.

*Peer/ Self-Assessment*: Students reflect on their performance according to task-specific criteria. They reflect on their own work and on other students' work.

## **V How Do We Report?**

Feedback is given to parents and students through report cards and parents meeting.

Reporting at ETS is done through the following ways:

- *Parents Conferences:* Formal meetings take place once per term, but can also be conducted informally throughout the year if needed.
- *MYP Report cards:* Report cards are issued twice per term, and they are given on a scale of 1 (lowest) to 7 (highest). Levels from 1-7 are based on subject-specific grade boundaries and pre-determined criteria.
- *DP Report cards:* Report cards are issued twice per term, and they are given on a scale of 1 (lowest) to 7 (highest) at HL and SL, and grades from E (lowest) to A (highest) for TOK and the Extended Essay. The maximum possible points total for a DP student is 45.

## **VI Plagiarism And Academic Honesty:**

Plagiarism is considered academic dishonesty and a breach of ethics. Depending on whether this incident was a first violation or a second violation it would be dealt with according to Academic Honesty Policy. (Refer to Academic Honesty Policy at ETS page 5)

## **VII Work that does not follow the task sheet:**

Inadequate work that does not follow the task outlined by the teacher will be penalized. A strand is added to all subject criteria in order to address this issue. Late submission penalties are determined by grade level for grades 6-10, work will be graded if submitted within **one week** of the deadline set by the teacher. If the work is more than one week late for MYP students without an acceptable excuse, the MYP coordinator and the subject teacher will deal with the situation as they see appropriate. For grades 11 & 12 work will not be graded if submitted after the deadline that is set by the teacher, unless they have a valid excuse.

### **Absence, Missed Work And Make-Up Work.**

For work missed due to illnesses (assessments, assignments, etc.), students will have to bring a medical report for the school to accept the submitted work. For other absences, school will have to be notified and reserve the right to approve/ disapprove it.

For exams, special arrangements will only be done for sickness and preapproved absence. For worksheets, notes, or any material that is covered during the absence period it is school's responsibility to organize it and give it to students in the case of the excused absence.

**Appendix A**  
Generic grade descriptions for the MYP

<b>Level</b>	<b>Descriptor</b>
<b>N/A:</b>	Not yet assessed
<b>Level 1</b>	<b>Minimal</b> achievement in terms of the objectives.
<b>Level 2</b>	<b>Very limited</b> achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is <b>unable</b> to apply them fully in normal situations, <b>even with support</b> .
<b>Level 3</b>	<b>Limited</b> achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a <b>limited understanding</b> of the required knowledge and skills and is <b>only able to apply</b> them fully in normal situation <b>with support</b> .
<b>Level 4</b>	A <b>good general understanding</b> of the required knowledge and skills, and the ability to apply them effectively in <b>normal</b> situation. There is <b>occasional</b> evidence of the skills of analysis, synthesis and evaluation.
<b>Level 5</b>	A <b>consistent and thorough understanding</b> of the required knowledge and skills, and the ability to apply them in a <b>variety</b> of situations. The student <b>generally</b> shows evidence of analysis, synthesis and evaluation where appropriate and <b>occasionally</b> demonstrates originality and insight.
<b>Grade 6</b>	A consistent and thorough understanding of the required knowledge and skills and the ability to apply them in a <b>wide variety</b> of situations. <b>Consistent</b> evidence of analysis synthesis and evaluation is shown where appropriate. The student <b>generally</b> demonstrates originality and insight.
<b>Grade 7</b>	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them <b>almost faultlessly</b> in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student <b>consistently</b> demonstrates originality and insight and <b>always</b> produces work <b>of high quality</b> .

## Appendix B

### Assessment criteria of the MYP

Subject	Criteria	Maximum level
Language and Literature (Arabic & English)	A:Analysing	8
	B:Organizing	8
	C:Producing text	8
	D:Using language	8
Language and Acquisition ( Arabic & English )	A:Comprehending spoken and visual text	8
	B:Comprehending written and visual text	8
	C:Communicating in response to spoken, written and visual text	8
	D:Using language in spoken and written form	8
Individuals and Societies	A:Knowingand Understanding	8
	B:Investigating	8
	C: Communicating	8
	D: Thinking Critically	8
Mathematics	A: Knowing and understanding	8
	B: Investigating patterns	8
	C: Communicating	8
	D: Applying mathematics in real-life contexts	8
Science	A: Knowing and understanding	8
	B: Investigating patterns	8
	C: Communicating	8
	D: Applying mathematics in real-life contexts	8
Arts (visual/Drama)	A: Knowing and understanding	8
	B: Developing skills	8
	C: Thinking creatively	8
	D: Responding	8
Physical and Health Education	A:Knowing and understanding	8
	B:Planning for performance	8
	C:Applying and performing	8
	D:Reflecting and improving performance	8
Digital Design	A: Inquiring and analysing	8
	B: Developing ideas	8
	C: Creating the solution	8
	D: Evaluating	8
Interdisciplinary unit	A: Disciplinary grounding	8
	B: Synthesizing	8
	C: Communicating	8
	D: Reflecting	8



### Appendix C

Grade boundary for MYP levels

<b>Level</b>	1	2	3	4	5	6	7
<b>Boundaries</b>	0-3	4-7	8-12	13-17	18-22	23-27	28-32

### Appendix D

School grading scale for the DP

Grade In Numbers	Grade percentage	Level: HL/SL	In Words	In Letters
7	91-100%	HL/SL	Excellent	A
6	81-90%	HL/SL	Very good	B
5	71-80%	HL/SL	Good	C
4	61-70%	HL/SL	Satisfactory	D
3	50-60%	SL	Pass	E
		HL	Fail	F
2	40-49%	HL/SL	Fail	F
1	0-39%	HL/SL	fail	F

### Appendix F

Conversion between MYP & DP levels and Ministry of Education marks

<b>Levels</b>	7	6	5	4	3	2	1
<b>HL/SL</b>	HL/SL	HL/SL	HL/SL	HL/SL	HL / SL	HL / SL	HL/SL
<b>Marks in percentage (%)</b>	98	90	80	70	50 / 60	49- below/ 50	49 – below

The Ministry of education in Jordan mandates that schools report their students' summative achievements as a percentage. The table above shows how MYP & DP levels are converted to percentage for meeting ministry of education requirements solely.

Grade point Average (GPA) is calculated using the following formula:

GPA=SUM of all Levels/number of subjects

Students will not be awarded the Diploma in the following condition:

- “1. CAS requirements have not been met.
2. Candidate's total points are fewer than 24.
3. An N has been given for theory of knowledge, extended essay or for a contributing subject.
4. A grade E has been awarded for one or both of theory of knowledge and the extended essay.
5. There is a grade 1 awarded in a subject/level.
6. Grade 2 has been awarded three or more times (HL or SL).
7. Grade 3 or below has been awarded four or more times (HL or SL).
8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).” (IB Diploma Programme: Simplifying the diploma requirements and failing conditions. 2014. P.4)

**Students will be awarded the courses in the following conditions:**

Students who fail to obtain the IB Diploma award will receive the IB courses grades indicating their results in their individual subjects, in addition to their results in TOK and the Extended Essay, along with the completion of their CAS requirements.