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ACADEMY

Al Barsha

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# MYP ASSESSMENT POLICY

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## **1 Rationale**

This assessment policy applies to students in the IB Middle Years Programme (MYP) at DIA Barsha. These programmes involve students enrolled in Grades 6 to 12. The policy stems from the philosophy of DIA Al Barsha and the principles and practices of the IB, along with the Ministry of Education's requirements. The policy presents an overview of assessment in the MYP and DP, the grading system and the practices and procedures for achieving and reporting assessment objectives.

## **2 Purpose & Principles of Assessment**

Assessment is the process of gathering & interpreting information about continual progress in students' learning. We believe the purpose of assessment and feedback is to help students improve their learning, teachers to improve their teaching and parents to understand their child's progress.

- Support and encourage student learning by providing feedback on the learning process
- Inform, enhance and improve the teaching process
- 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 higher-order cognitive skills by providing rigorous final objectives that value these skills
- Reflect the international mindedness of the programme by allowing for assessments to be set in a variety of cultural and linguistic contexts
- Support the holistic nature of the programme by including in its model principles that take account of the development of the whole student
- Provide information about how students learn and to determine what knowledge and skills they have acquired and understood
- Diagnose learning problems and student needs
- Ascertain that learning outcomes are alignment with curriculum objectives and goals
- Act as a feedback mechanism for curriculum development

### **2.1 Assessment should allow students to:**

- Have criteria that are known and understood in advance
- Analyse their learning and understand what needs to be improved
- Synthesise and apply their learning in addition to recalling facts
- Highlight their strengths and demonstrate mastery
- Learn in ways that the teacher did not foresee
- Be reflective and partake in self and/or peer evaluation



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- Express different points of view and interpretations
- Be encouraged to be responsible for their learning
- Experience successful learning
- Perform at a higher level when challenged

**2.2 Assessment should allow teachers to:**

- Design learning activities, resources and student engagement, that are built around the assessment criteria in each subject
- Inform students in advance of criteria being assessed, the assessment task that are known and understood in advance
- Analyse their teaching and identify areas that need to be altered
- Highlight student ability and be able to differentiate teaching
- Offer feedback to parents on their child's performance

**3 Expectations & Responsibilities**

**3.1 School will:**

- Ensure students have been **previously taught** the material to be tested (does not have to have been in the same academic year)
- Give students **2 weeks' notice** prior to any summative assessment and post on the appropriate learning platform (date, time, objectives), including assessment rubric if appropriate
- Arrange that students will not have more than **3 formal summative assessments** in one week (except exam weeks), and **not more than 2 in one day**.
- Provide **revision material** & make students aware of the format of the assessment, to help students prepare.
- **Enable Turnitin** for any assessment that requires submission to an external organisation.
- Remind students of **Academic Integrity** rules.
- Provide **encouragement** about a student's potential to do well.
- Provide individual support as directed by the SEND department and inline with concessions approved by the IB/IEPs.
- Ensure **IB exam protocols** during a formal assessment.
- Any **extension** to a deadline must be confirmed by the Coordinator in writing.
- Follow the school's **Moderation Policy** to ensure accurate grading.
- Declare any **conflict of interest** to the Coordinator at the start of the academic year.
- Provide students with a **copy of their assessment with individual feedback**, in line with the school Feedback Policy, within one week of the completion of the assessment.

**3.2 Students will:**

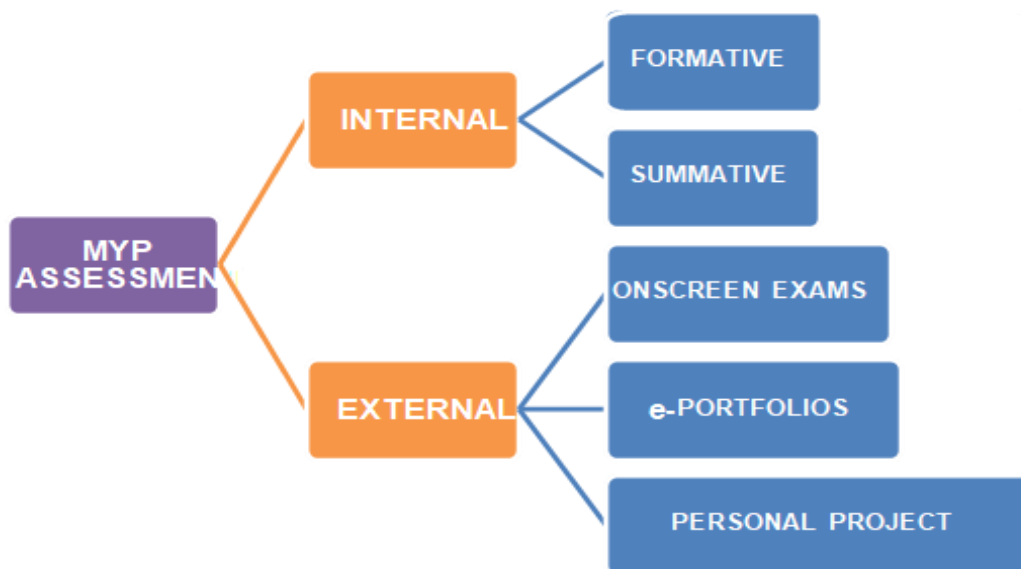


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- **Ask questions** prior to the assessment if they are unsure about anything
- **Revise** the material provided to the best of their ability.
- Know and obey **IB exam protocols** during a sit-down assessment (these can be provided by the MYPC or DPC if required).
- Know and obey all **Academic Honesty** rules.
- **Try their best** in every assessment.
- Accept that **failure to meet a deadline** may result in having to complete the assessment after school hours or a zero being awarded.
- **Act on feedback** provided by the teacher.

**3.3 Parents will:**

- Provide an Educational Psychologist Report should they require any concessions for assessment.
- Support their child's preparation for an assessment.
- Support all school policies around assessment.
- Follow the correct appeals procedure if they feel an assessment grade is incorrect.
- Support students in acting on feedback from the teacher.





## 4 Types of Assessment

**4.1 Assessment OF Learning** (Summative) rates achievement against criteria, usually at the end of a Unit of study, resulting in a grade, such as Unit tests, mock exams or external tests.

Summative assessment is part of every MYP unit. These assessments are designed to provide evidence for evaluating student achievement using required MYP subject-group specific assessment criteria.

- Summative assessment is formal.
- Summative assessments are based on IB subject-specific criteria but varied in form. For example, a movie may be produced instead of an essay.
- Students are assessed at the end of the unit to the same standard, irrespective of form.
- Students are provided with task-specific clarifications including details of assessment format and criteria that have been set in context for student understanding.
- Summative assessments require standardisation within a subject group *prior to the administration of the assessment*.
- Summative tasks must be developed to address at least one MYP subject-group objective appropriately. They must take into account the requirements of students with SEND.
- Summative assessment tasks should not only address an objective but should allow students access to all achievement levels in the corresponding criterion. Many of the highest-level descriptors require teachers to design open-ended tasks to facilitate this.
- Before administering a summative assessment, students should be provided with teacher expectations in the form of **task-specific clarifications**. Developing these requires teachers to study the MYP-published assessment criteria and to redraft the value statements within the level descriptors in terms of the specific assessment tasks in the MYP unit. This should, however, be achieved without replacing or simplifying the command terms used in bold.

Summative assessment tasks can be broadly represented by the following:

- compositions - musical, physical, artistic
- creation of solutions or products in response to problems
- essays
- examinations
- questionnaires
- investigations
- research
- performances
- presentations - verbal (oral or written), graphic (through various media)



**4.2 Assessment FOR Learning** (Formative) are strategies that are embedded in the teaching & learning process, in lessons throughout a Unit of study, resulting in feedback on how to improve but no grade.

- Formative assessment can take place before, during and after the substance of a unit is taught. Effective formative assessment provides teachers with insights into the ongoing development of knowledge, understanding, skills and attitudes.
- It allows teachers and students the opportunities to explore personal learning styles as well as individual student strengths, challenges and preferences.

Formative assessments may take the form of a quiz, oral feedback, observation and discussion. They can be:

- formal or informal
- used to develop ATL skills
- based on a selection of strands from the assessment criteria

**4.3 Assessment AS Learning** (student-led) can be used as a learning method where students self or peer assess against a given assessment criteria, giving feedback and deepening their own understanding. Peer and self-assessment are integral part of formative assessment. Students are encouraged to assess themselves using **SIR** marking.

## 5 Explaining MYP Assessment

- Assessment in the MYP is an integral part of learning, involving students in self-assessment and providing feedback on the thinking strategies and processes as well as the outcome.
- The MYP requires teachers to organise **continuous assessment**, over the course of the programme, according to specified criteria that correspond to the objectives of each subject group.
- Regular internal assessment and reporting play a major role in the students' and parents' understanding of the objectives and criteria, in the students' preparation for final assessment, and more generally in their development according to the principles of the program.
- The MYP offers a **criterion-related model of assessment**. Teachers are responsible for structuring varied and valid assessment tasks that will allow students to demonstrate achievement according to the required objectives within each subject group. These include open-ended problem-solving activities and investigations, organised debates, tests and examinations, hands-on experimentation, analysis and reflection.



### 5.1 What is criterion-based assessment?

- Individual student work is not compared to other students' work but it is compared to set standards (the assessment criteria).
- Each subject has four different criteria, as published in the subject guides, each with different strands which are the conditions that must be met for an expected result.
- Teachers organise continuous assessment over the course of the programme according to specified assessment criteria that correspond to the objectives of each subject group.
- Task specific clarifications<sup>1</sup> are prepared by the teacher for each task in accordance with the criterion descriptors given in each subject area.

### 5.2 What is continuous assessment?

- Continuous assessment is a classroom strategy implemented by teachers to ascertain the knowledge, understanding, and skills attained by students.
- Teachers administer assessments in a variety of ways over time to allow them to observe multiple tasks and to collect information about what students know, understand, and can do. These assessments are curriculum-based tasks previously taught in class.
- Continuous assessment occurs frequently during the school year and is part of regular teacher-student interactions.
- Students receive feedback from teachers based on their performance that allows them to focus on topics they have not yet mastered.
- Teachers learn which students need review and remediation and which students are ready to move on to more complex work.
- Thus, the results of the assessments help to ensure that all students make learning progress throughout the school cycle thereby increasing their academic achievement.

### 5.3 What are the benefits of Continuous Assessment?

- The continuous assessment process is much more than an examination of student achievement. Continuous assessment is also a powerful diagnostic tool that enables students to understand the areas in which they are having difficulty and to concentrate their efforts in those areas.
- Continuous assessment also allows teachers to monitor the impact of their lessons on student understanding. Teachers can modify their pedagogical strategies to include the construction of remediation activities for students who are not working at the expected grade level and the creation of enrichment activities for students who are working at or above the expected grade level. Hence, the continuous assessment process supports a cycle of self-evaluation and student-specific activities by both students and teachers.
- Frequent interactions between students and teachers means that teachers know the strengths and weaknesses of their learners. These exchanges foster a student-teacher relationship based on individual interactions. Students learn that the teacher values their achievements and that their assessment outcomes have an impact on the instruction that they receive. One-to-one communication between the teacher and the student can

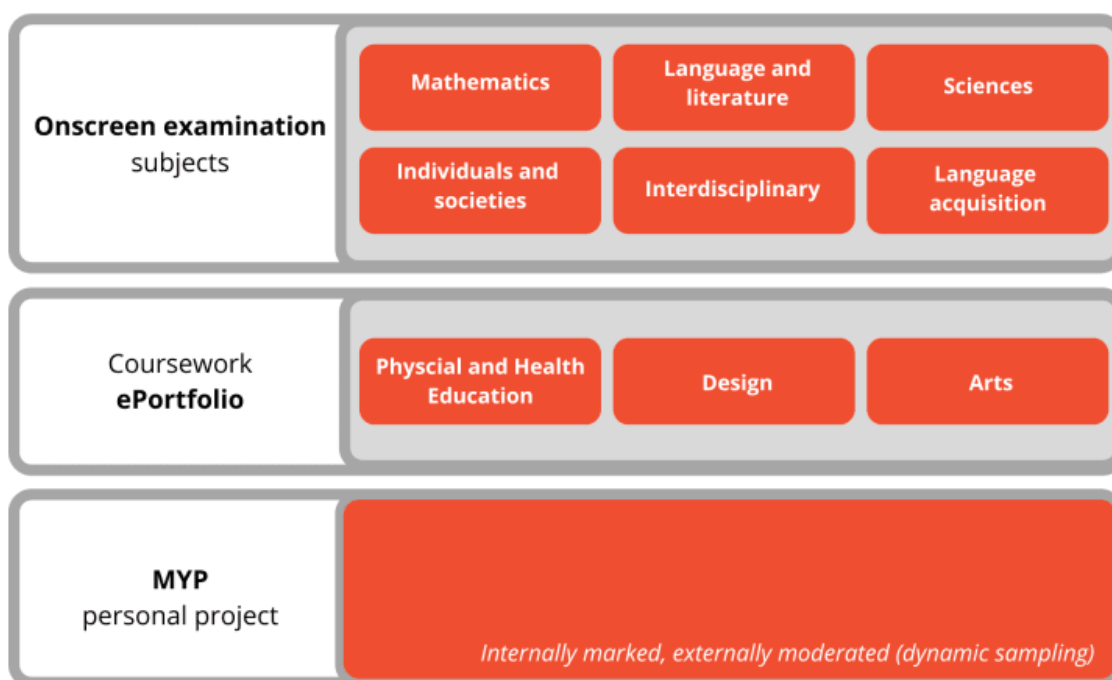




motivate students to continue attending school and to work hard to achieve higher levels of mastery.

- In continuous assessment, teachers assess the curriculum as implemented in the classroom. It also allows teachers to evaluate the effectiveness of their teaching strategies relative to the curriculum, and to change those strategies as dictated by the needs of their students. In addition, continuous assessments provide information on achievement of particular levels of skills, understanding, and knowledge rather than achievement of certain marks or scores. Thus, continuous assessment enables students to monitor their achievement of grade level goals and to visualise their progress towards those goals before it is too late to achieve them.

#### 5.4 MYP External Assessments



The following illustration shows the format of eAssessments that students will undertake.

#### 5.5 Onscreen examinations

The onscreen examinations that will be offered in the following subject groups:

1. Language and Literature: English A and Arabic A
2. Language Acquisition: Arabic B, French and Spanish
3. Mathematics: Mathematics Standard and Mathematics Extended



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4. Sciences: Physics, Chemistry, Biology
5. Individuals and Societies: History, Geography
6. Interdisciplinary exam

*Notes:*

- Each onscreen examination will consist of two or three tasks.
- One task will be connected with, inspired by or derived from the IB-defined Global Context for the session.
- This will be the same for all types of assessment for the session.
- All on-screen exams will last for **two** hours.

### **5.6 ePortfolios**

Upon receiving authorisation, students in Grade 10 (MYP Year 5) at DIA Al Barsha, will complete ePortfolios in the following subject groups:

1. Physical and Health Education
2. Design: Digital Design, Product Design
3. Arts: Drama, Music and Visual Arts

*Notes:*

- Students will prepare a portfolio of work between November and March of Grade 10. A typical ePortfolio summative assessment comprises approximately 20 hours of teaching time.
- The task will be based on a partially completed unit plan set by the IB. The Global Context and the Inquiry questions will be set by the IB and shared with students. However, the outcome of the task will be set by the school.
- All ePortfolios will be internally assessed, standardized and moderated by teachers within DIA Al Barsha and externally moderated by the IB.

### **5.7 The Personal Project**

The Personal Project is an independent student project introduced towards the end of Grade 9 and completed in February of Grade 10. It is carried out with teacher supervision, reflecting students' ability to initiate, manage and direct their own enquiry. The ATL skills developed in



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subject groups will prepare students to work more independently to develop the Personal Project over time.

**During the Personal Project, students will:**

- decide what they want to learn about, identifying what they already know, and discovering what they will need to know to complete the project.
- create proposals or criteria for their project, planning their time and materials, and record the development of the project.
- make decisions, develop understandings and solve problems, communicating with their supervisor and others, and create a product or develop an outcome.
- evaluate the product/outcome and reflect on their project and their learning.
- demonstrate how they met their project objectives through a presentation or a report at the end of the project.

For the personal project, students are expected to document their process in the process journal. In this way, they demonstrate their working behaviours, the application and implementation of the ATL skills throughout the process, and academic honesty.

The project is internally assessed by a teacher supervisor and standardised with other MYP teachers within DIA Al Barsha before submission to the IB for external moderation.

## **6 Grading in MYP**

### **6.1 Internal Assessment**

- The IBO gives objectives and assessment criteria for each subject area.
- Student achievement levels are based upon them meeting the criteria for that level.
- Extensive staff training and internal moderation ensures staff apply the criteria correctly.
- Subject assessment usually employs a variety of assessment tools, such as formal and informal oral work, written work such as objective tests, structured short answers, test, open book tests, stimulus/data response, essays, coursework and projects and practical work such as knowledge and use of apparatus identifying and solving problems, construction of a hypothesis, testing, evaluations and analysis.
- All MYP teachers at DIA Barsha also informally assess individual student approaches to learning in a subject.
- Students are encouraged to assess themselves (self-evaluation). Reflection journals, conferencing, student-led conferences, are all examples of this.



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- Students may also be involved in peer-assessment. This gives teachers and students another point of view and helps students become familiar with the criteria.

## **6.2 Achievement Levels for Summative Assessments**

Assessment for all courses in all years of the MYP is ***criterion-related***, based on four equally weighted assessment criteria.

Subject groups must assess ***all*** strands of ***all*** four assessment criteria ***at least twice*** in ***each year*** of the MYP.

MYP assessment criteria across subject groups can be summarised as follows:

- Each criterion has ***eight*** possible achievement levels (1-8) divided into ***four*** bands that represent *limited* (1-2), *adequate* (3-4), *substantial* (5-6) and *excellent* (7-8) performance.
- Each band also contains general, qualitative value statements called ***level descriptors***.
- A student who does not reach a standard described by any of the descriptors will be awarded a '0' achievement level.
- Teachers use the grade descriptors to make ***'best-fit'*** judgements about student progress and achievement.
- Where teachers conduct more than two summative assessments, all grades will be used in making a decision on the final grade, based on the professional judgement of the teacher and where the student is currently in their learning.



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Subject group	Criterion A	Criterion B	Criterion C	Criterion D
Language and literature	Analyzing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating in response to spoken, written and visual text	Using language in spoken and written form
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Personal Project	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting

### 6.3 Recording Assessment Data

Teachers are responsible for recording assessment data for all their students. During the course of MYP units, teachers will need to record assessment data in their record books to support their determination of an achievement level.

Teachers will need to take all the data into account when determining a summative achievement level for a student in each criterion. Summative assessment data must be recorded as an **achievement level** (1-8) as described within a criterion.

### 6.4 Assessment tools

The following tools may be used to collect evidence of student achievement in each unit.

- **Anecdotal records.** Teachers can use brief written notes based on observations of students. These annotations and notes can help a teacher identify areas of understanding or misunderstanding.
- **Continua.** Continuums provide visual representations of learning development. They can identify the next stage of learning that can lead to mastery of skills. They are useful when used for ATL skills because they can be developed by teachers from a range of grades and can be used across all subjects in all years of the programme.



- **Samples.** Samples of student work can be used as benchmarks against which other samples are judged. Teachers could keep a sample of student work for each achievement level in an assessment rubric.
- **Checklists.** These are lists of attributes or elements that should be present in a particular response to a task. An example of a checklist would be a mark scheme for an examination.

### 6.5 Reaching a Final Grade

It is the teacher who, in the opinion of the IB, is best placed to judge which final level should be awarded to the student. Students will be awarded a grade using the MYP 1-7 scale. To arrive at this grade, teachers will add up the final achievement levels for all four subject criteria out of a maximum of 32 (8 x 4). An example of how the final IB grade may be determined by a teacher is provided in the table below:

Criterion	Achievement Level in Assessment 1	Achievement Level in Assessment 2	Achievement Level in Assessment 3	Final Achievement Level	Grade
A	4	6	6	6 / 8	5
B	3	5	6	5 / 8	
C	2	3	5	4 / 8	
D	4	5	5	5 / 8	
Achievement total				20 / 32	

#### Important

- We do not use averages or percentages for determining the final criterion mark.
- Teachers are in a position to establish the single most appropriate level for each criterion. Where the original judgments for a criterion differ for specific units of work, the teacher must decide which level best represents the student's final standard of achievement.
- The final MYP mark is calculated by adding the criteria marks and then using the IBO published MYP grade boundaries.
- The MYP grade boundaries are the same for every MYP subject with the exception of the grade boundaries for the external onscreen examination (please see information regarding External Assessment below).

The table below shows how the final total out of 32 (for all assessment criteria) is converted into a final MYP grade on a scale of 1-7.



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Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.





## 6.6 Value of 0 (zero) in MYP grading

- Teachers will do everything possible to help students reach their full potential in a task, assessment, or specific criterion. However, the pedagogical relationship is based on a partnership between home (student and parent) and the school and, success in a task, assessment, subject, or the MYP as a whole is based on the ownership and commitment from all stakeholders involved in the relationship. To this end, if a student has not submitted his/her work for assessment after being reminded and given extra time according to the agreement with the teacher and/or MYP Coordinator, the student will be given a 0 for the particular criterion being assessed.
- Since assessment in the MYP is criterion referenced, if a student has submitted work that is of poor quality and does not meet any of the descriptors of the criterion being assessed, he/she can be marked a 0 for that criterion.

## 7 Reporting Assessment in MYP

### 7.1 Reporting Points (RP), Current Achievement (CA), Most Likely (ML) and Target Grades (TG)

The reporting schedule at DIA Barsha includes *four* reporting points (RPs) in each academic year: October, February, April and June. Students are awarded a final MYP grade out of **7** once all four criteria have been assessed.

Current Achievement (CA) is the visible level of attainment currently being shown by the student in the classroom. A single test result will not be the only basis for determining the CA. Teachers use their professional judgement, taking into account prior attainment in assessments, along with student potential and their attitude towards learning, to determine what level the students are currently at.

The Most Likely Grade (ML) is based on the CAT4 indicators and other assessment data. The Department Target Grade (TG) is based on the grade that teachers feel is achievable when they student is challenged. The Department Target Grade is regularly reviewed to ensure that we provide sufficient challenge to our students.

#### **Important Note:**

It is commonly the case that raw attainment data can artificially mask student underachievement (or even overachievement). When analysing raw data to identify students for intervention, it might then be the case that students who are 'at risk' of underachieving are not picked-up. Empowering teachers to exercise their professional judgement and indicate the Current Achievement level for the students they teach, should therefore more accurately identify the students at risk of underachieving. Early intervention can subsequently take place to ensure students make the required progress in their learning, and attain in line with (if not above) their potential.





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### **8 Works cited & further reading**

- [IB Assessment Principles & Practices](#) (2018)
- [MYP From Principles into Practice](#) (2015)
- [DIAB Progress & Attainment Measures](#) (2023)