



BEACONHOUSE
NEWLANDS
Lahore



Beaconhouse Newlands Assessment Policy

Developed in: Academic Year 2015-16

Reviewed in: Academic Year 2020-21 (MYP)

Last Updated: Aug 2021

Note: *Assessment policy is aligned with the Admission, Language, Academic Integrity and Access and Inclusion policy 2020-21.*

Beaconhouse Newlands Mission Statement

Beaconhouse Newlands nurtures culturally diverse, responsible global citizens, contributing to a safer planet in an inclusive learning community combining core values with inquiry based curricula

Beaconhouse Newlands péiyǎng duōyuán wénhuà, fù zérèn de quánqiú gōngmín, zài bāoróng xìng xuéxí shèqū zhōng

wèi gèng ānquán dì dìqiú zuò chūle gòngxiàn-jiāng héxīn jiàzhí yǔ jīyú cháxún de kèchéng xiāng jiéhé.

Beaconhouse Newlands

培养多元文化，负责任的全球公民，在包容性学习社区中为更安全的地球做出了贡献-
将核心价值与基于查询的课程相结合。

بیکن ہاؤس نیولینڈز کا مقصد اپنے متعلمین کو ایسے تحقیقی نصاب سے روشناس کروانا ہے جو ثقافتی وسعت کی نشوونما کرتے ہوئے طلبہ کو ذمہ دار عالمی شہری بنائے۔ جس کی بدولت یہ متعلمین عالمی سطح پر مثبت کردار سے اس کرہ ارض کی حفاظت کے لئے عملی کردار اقدامات کر سکیں۔

Introduction

The purpose of this document is to present Beaconhouse-Newlands':

- Philosophy on assessment, evaluation and reporting
- Purpose of the assessment, evaluation and reporting
- Guidelines and procedures for assessment, evaluation and reporting

Belief:

At Newlands we uphold the IB mission and provide space, time and opportunity to each individual for his/her growth as an IB Learner with the aim to develop inquiring, knowledgeable and caring young people. School is committed to provide support where required and is flexible and compassionate for the learners to reach their full potential over the period of their academic year and beyond.

Philosophy:

Assessment philosophy stems from the school's mission statement and the core values (Honesty, Respect, Responsibility and Tolerance).

MYP assessment requires teachers to assess the prescribed subject group objectives using the assessment criteria for each subject group in each year of the programme. MYP tasks are developed to assess various categories of students aiming to apply "best-fit approach". (Appendix A and B)

This has helped the school develop agreed assessment practices and believe that assessment is integral to teaching and learning and is central to the MYP philosophy to guide students through the essential elements of acquisition of knowledge through

- understanding of concepts
- mastering of skills
- development of learner profile attributes
- decisions to take action

Our approach to assessment recognizes the importance of assessing **the process of inquiry** as well as **the products of inquiry**. The main aim of assessment at BN is to provide feedback on the learning process and the development of the essential elements i.e. knowledge, concepts, ATL skills and agency to inform further learning. Students and teachers are actively engaged in assessing the student progress as part of the development of their wider critical thinking and self-assessment skills.

Purpose:

The purpose of assessment at Beaconhouse Newlands is to acknowledge and celebrate student learning and growth as an IB learner. Assessment is an ongoing process of gathering evidence for and of learning.

The process aims to record student learning, to report progress in student learning and to contribute to the efficacy of trans and interdisciplinary teaching and learning. This evidence is used to give recognition and timely feedback to the learners and all other stakeholders.

The assessment in MYP aims to:

- support and encourage student learning by providing feedback on the learning process
- promote a deeper understanding of subject content by supporting students in their inquiries set in the real world context
- reflect the international mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic context
- promote the development of critical and creative thinking skills
- promote positive student attitudes towards learning

The assessment component in the school curriculum is subdivided into three closely related areas:

- Assessing – how we discover what the students know and have learned
- Recording – how we choose to collect and analyze data
- Reporting – how we choose to communicate information

Assessing

The assessment of the student development and learning is an essential component of the curriculum, and informs teaching & learning. Students are observed in a variety of situations and a wide range of assessment strategies are implemented for a systematic record of growth and progress including distinct formative and summative assessments, which aim to assess students' understanding at the end of the unit and not individual components of it. The progress report demonstrates the student's efforts and achievements within the framework of IB (PYP and MYP).

As per the national requirement all Pakistani students are expected to sit for an external assessment for Islamiyat, Pak-studies and Urdu. Our MYP students will take the IGCSE exams to qualify for a equivalence certificate in order to seek admission in all local and national colleges/ universities.

Recording

Teachers at Newlands use a range of methods and approaches to gather evidence of learning. They record this information using a variety of tools such as rubrics, exemplars, checklists, anecdotal records, benchmarking and continuums and various strategies not limited to observations, performance assessments, process-focused assessments, selected responses and open-ended tasks.

Teachers use a range of methods to document the evidence of student learning and understanding. This also includes video, audio, photographs and graphic representations of students' progression. The teachers maintain anecdotal records, scribe student responses (Early Years specific), explanations and hypotheses as well as annotated pieces of students' work that form part of a student portfolio and e-folio. IB learners at Newlands continually reflect on their learning through self-reflections, peer and parent feedback and teacher evaluation.

Assessments are **internally standardized** before the final achievement level is awarded to the learners (especially for the personal and community project). This process involves a meeting of teachers (where more than one teacher teaches a subject group) to come to a consensus of achievement levels. Throughout the

academic school year standardization ensures consistency and reliability to build common understanding of learners' achievement levels with regards to the MYP objectives.

Reporting

At Newlands, reporting on student progress is done with the aim of acknowledging and celebrating all dimensions of a child's learning experience and development. Reporting occurs through:

- Written Reports –Bi annually
- Conferences (3-Way Conference, Student-Led Conference, Parent-Teacher Conferences)
- The Portfolio (e-folio)

References:

1. *Making the PYP Happen*
2. *IB MYP Principles into practices*
3. *IB Standards and Practices*
4. *BSS APPM*



APPENDIX A: Assessment Criteria Table

The MYP assessment criteria across subject groups can be summarized as follows.

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

Note: This table is taken from IB subject guides and hence subject to change according to IB requirements.

APPENDIX B: MYP General Grade Descriptors

To arrive at a criterion levels total for each student, teachers add together the student’s final achievement levels in all criteria of the subject group. Schools using the MYP 1–7 scale should use the grade boundary guidelines table that follows to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

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

Source: MYP Principles into Practice September 2014/January 2015 (Page 93)