

The purpose of this document is to provide information about the nature, the function, and the use of assessments at MGIS.



مدارس جلوبال العالمية الحديثة
Modern Global International Schools
Mena Educational International مينا للتعليم العالمية

PYP ASSESSMENT POLICY



IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

MGIS MISSION STATEMENT

Transforming educational communities by fostering academic excellence, positive character, and appreciation of cultures.

MGIS VISION STATEMENT

To be globally recognized as a pioneer in the advancement of comprehensive educational systems for critical language-oriented academies.



1- Assessment Philosophy

At Modern Global International School, our dedication lies in nurturing globally aware individuals who engage in lifelong learning, fostering collaboration to appreciate, celebrate, and positively influence our diverse school and IB community. We cultivate an enriched educational environment through a rigorous curriculum, student voice empowerment, choice, ownership, and authentic assessments. We recognize assessment as pivotal in the academic journey, serving as a driving force for effective instruction and aligning with the IB's objective of guiding students through the five essential elements of learning: conceptual understanding, knowledge acquisition, skill mastery, attitude development, and responsible action-taking. At MGIS, we emphasize the significance of constructive feedback, self-evaluation, reflection, and peer assessment in empowering students and fostering self-regulated learning. Through collaborative efforts between teachers and students, we establish criteria, set learning objectives, design and adapt inquiry units, and evaluate learning progress, valuing each step of the learning process as much as the final achievement.

2- Purpose of Assessment

Assessment serves the dual purpose of evaluating learning progress and shaping instructional strategies. It offers valuable feedback to students, parents, administrators, and educators alike. Analyzing assessment data informs decisions regarding classroom differentiation to support students better.

Our approach to assessment includes:

- Guiding and supporting student learning
- Cultivating students' self-monitoring skills
- Offering personalized instruction based on individual needs
- Enhancing educators' understanding of the learning process
- Contributing to the evaluation of the Program of Inquiry

Assessments will allow students to:

- Showcase their learning and comprehension
- Set personal learning objectives
- Reflect on their development in line with the IB learner profile
- Utilize prior knowledge to inform inquiry
- Engage in self and peer-assessment
- Take ownership of their learning journey

Assessments will allow teachers to:

- Prompt intervention for struggling learners
- Hold collaborative reflection on student progress and needs
- Customize instruction to meet individual learning objectives
- Provide constructive feedback
- Co-create learning goals with students
- Report on each student's development in the learner profile

Assessments will allow parents to:

- Track their child's progress and growth toward learning objectives
- Understand student tasks and celebrate achievements
- Gain insight into essential elements of inquiry units and their child's progress along the learning continuum

3- Implementation

Throughout our Program of Inquiry, students actively engage in the learning process, where they have ample opportunities to articulate their conceptual understanding. We foster student learning by:

- Assessing prior knowledge and experiences
- Creating meaningful learning experiences
- Facilitating regular self-assessment and reflection
- Providing constructive feedback to guide progress
- Encouraging collaboration with peers and facilitating peer assessment
- Empowering student agency

We gather information about student learning through various means, including:

- Student work samples
- Reflection and goal-setting sheets for Units of Inquiry
- Pre- and post-assessments
- Formative and summative assessment results
- Anecdotal records using tracking forms
- IB Portfolios
- Rubrics

4- Reporting

Conferences:

Conferences serve as a platform for information exchange among teachers, students, and parents. Modern Global International School employs the following structures:

- *Teacher–student conferences:* These sessions are tailored to provide students with feedback to aid their reflection on their work.

- *Teacher(s)–parent(s) conferences:* These meetings are designed to update parents on their child's progress, development, and needs within the school's program.
- *Three-way conferences:* These involve the student, parents, and teacher(s). Students engage in discussions about their learning and comprehension alongside their parents and teacher, who support the student throughout the process.

Report Cards:

Written reports serve as comprehensive summaries of a student's progress, offering vital insights for the student, parents, and the school community. These reports encompass a written evaluation of the student's behavior, with reference to the Learner Profile, as well as their academic performance. School reports are evident on the school's LMS (Classera) three times annually: the first-semester report in November, the second-semester report in February, and the end-of-year report in June.

5- Policy Review

Annually, the PYP assessment policy undergoes a comprehensive review process involving teaching staff, administrators, and the PYP coordinator during professional development sessions before the commencement of the school year. Feedback and contributions from all stakeholders inform the refinement of the policy, ensuring it aligns optimally with the requirements of our school community. The assessment policy is accessible on our school website and is communicated to parents during the "Back to School Night" event at the beginning of each academic year.

Policy prepared by : Ms. Soha Zidan
PYP Coordinator & Academic Head

Date of Last Review: September 2024

Policy reviewed by: Ms. Elizabeth Noury
Operations Director & School Head
Dr. Wafa Hassan & Ms. Marisa Monroe
GEE Representatives

6- References

- *PYP: From principles into practice/Learning and teaching/Assessment*
- *IBO Learning & Teaching (Assessment in the Primary Years Programme)*
- *IBO Assessment principles and practices—Quality assessments in a digital age*
- *Assessment in brief PYP:*

<https://s3-eu-west-1.amazonaws.com/international-baccalaureate/PYP+Playlist/index.html#/page/5c5d69f7ec43cb21c92338cd>

- *Evidencing learning in the PYP:*

<https://s3-eu-west-1.amazonaws.com/international-baccalaureate/PYP+Playlist/index.html#/page/5c5d69f7ec43cb21c92338cd>