

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

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, learner voice empowerment, choice, ownership, and authentic assessments. We believe that assessment is pivotal in the learning journey, serving as a driving force for effective instruction and aligning with the IB's mission of guiding learners 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 learners and fostering self-regulated learning. Through collaborative efforts between teachers and learners, 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 learners, parents, administrators, and educators alike. Analyzing assessment data informs decisions regarding classroom differentiation to better support learners.

Our approach to assessment includes:

- Guiding and supporting learners' learning
- Cultivating learners' self-monitoring skills and self-regulation skills
- Offering personalized instruction based on individual needs, including assessing prior knowledge before new learning begins
- Enhancing educators' understanding of the learning process through collaborative analysis of assessment data

- Contributing to the evaluation and development of the Program of Inquiry
- Fostering a culture of continuous learning and growth, consistent with the IB philosophy of learning and assessment

Assessments will allow learners to:

- Showcase their learning and comprehension
- Set personal learning goals and take initiated action
- Reflect on their development in line with the IB learner profile and approaches to learning (ATL) skills.
- Use prior knowledge to inform inquiry
- Engage in self- and peer-assessment
- Take ownership of their learning journey

Assessments will allow teachers to:

- Address the varied needs of learners, including through access arrangements and learning support
- Hold collaborative reflection on learner progress and needs
- Differentiate learning to meet individual learning objectives
- Provide constructive feedback
- Co-create learning goals with learners
- Document and analyze student learning over time to design future learning experiences
- Report on each learner's development in relation to the learner profile and ATL skills

Assessments will allow parents and legal guardians to:

- Track their child's progress and growth toward learning objectives
- Understand learner 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, learners actively engage in the learning process, where they have ample opportunities to articulate their conceptual understanding. We foster learner agency by:

- Assessing prior knowledge and experiences before new learning begins
- Creating meaningful, authentic learning experiences to assess understanding
- Facilitating regular self-assessment and reflection
- Providing constructive feedback to guide learning progress
- Encouraging collaboration with peers and facilitating peer assessment
- Give learners opportunities to participate in, and reflect on, the assessment of their own work
- Empowering learner agency and voice, choice, and ownership

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

- Learner work samples and IB portfolios
- Reflection and goal-setting sheets for Units of Inquiry
- Ongoing assessments
- Formative and summative assessment results
- Anecdotal records and observation notes
- Checklists and learning continuums, to track the development of skills over time
- Rubrics to make expectations and standards of quality explicit to learners
- Digital tools and the school's learning management system (Educore) is used to document, track, and share evidence of learning with learners and families

4- Reporting

Conferences:

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

- *Three-way conferences:* These sessions involve the learner, parents, and teacher(s). learners engage in discussions about their learning goals with their parents and teachers
- *Teacher–learner conferences:* These sessions are ongoing opportunities where teachers and learners meet to discuss learning goals and reflect on their learning process.
- *Teacher–parent conferences:* These meetings are designed to discuss with parents their child's progress, development, and needs within the school's program.

Report Cards:

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

In addition to Educore-based reporting, MGIS also issues report cards through the Noor system, in line with the local education authority requirements.

5- Assessment in Early Years

In the Early Years, assessment is an ongoing process that supports learners' development and informs teaching and learning. It is integrated into daily inquiry and play-based

learning experiences and reflects each learner's individual progress.

Assessment in KG is primarily formative and is conducted through:

- Observations during play and learning engagements
- Anecdotal records and teacher notes
- Learner work samples
- Photographs and documentation
- Conversations with learners
- Portfolios

Assessment focuses on understanding learner development in:

- Conceptual understanding
- Knowledge and skills
- Approaches to Learning (ATL) skills
- Learner Profile attributes
- Social, emotional, language, and physical development

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: School Policies Committee & Teaching, Learning, Assessment & Data Analysis Committee

Date of Last Review: July 2026

Policy reviewed by: School Leadership & Improvement Team (SLT)

Policy Approved by: Director of Operations

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>