

TIS Assessment Policy

Policy Statement

Assessment is used to communicate and support student learning and encourage student success. The primary purpose of assessment and evaluation is to improve student learning and teaching processes. Teachers use assessments to guide instruction and provide timely and clear feedback to improve future learning.

Implementation

Formative assessments identify the learning needs of students and shape teaching and learning. Only comments, no grades, will be provided for formative assessment tasks.

Summative assessments measure achievement, which is based on established IB assessment criteria and is used to assign a value to represent the quality of student learning over a given period. Summative assessments are used to communicate information on student achievement to students, teachers, parents, guardians, and others. Comments and grades are provided for summative assessment tasks. There is a defined minimum number of summative tasks in a subject per semester for each grade in the DP, and a minimum of three summative assessments per criterion in the MYP. Summative assessment within the PYP takes the form of portfolio presentations and unit celebrations.

Assessment strategies

A range of different assessment strategies must be utilised for summative assessments:

- Exhibitions, presentations, and performances
- Oral presentation either in class or during assemblies
- Process journals, developmental workbook, portfolio
- Short and long essay questions, end-of-unit assessments
- Practical assessments (experiments, art products, investigations)
- Self and/or peer assessments/evaluations
- Open-ended tasks.

All assessment tasks must be listed on ManageBac (MB). Students must receive at least two weeks' written notice of the task details, assessment criteria, due date, and submission requirements. Each student must receive adequate written feedback on MB within seven days to validate the task and improve learning. TIS teachers will use the MB calendar for approaching deadlines to maximize student achievement and minimise student stress.

An admissions assessment is used to project possible achievement after MYP5 and DP2. The admissions assessment is followed by an interview to inform students, parents, and school management of the learning styles, language, and other learning diversities of prospective students.

School-based assessments are the most common, essential for student success, and contribute to students' report card grades. Internal assessments for IB are requirements that teachers must assess and forward for moderation. External examinations occur at the end of MYP5 and DP2.

Evidence

- AS.1 All assessment tasks comply with policy implementation guidelines.
- AS.2 All assessment tasks are fair and reasonable (to ensure students are not over-assessed.)
- AS.3 All summative task results reflect the feedback from formative tasks.

Review: August 2025

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Supporting Statements

1. Guidelines

- i. At the beginning of the academic year, all teachers are familiarized with the assessment policy, the schedule for major external and internal assessments, as well as requirements for adding assessment tasks on MB.
- ii. Subject leaders play a major role in their team members' implementation of assessment policy.
- iii. Subject leaders are responsible for ensuring a balanced assessment schedule.
- iv. Teachers use the Approaches to Teaching and Learning skills to develop different assessment strategies.
- v. MB is used for all year groups to record assessment outcomes and feedback available to all stakeholders.
- vi. Students will be allowed a second opportunity to complete a missed assessment if evidence shows that failure to submit the work was unavoidable and not the student's fault. If the student fails to submit the work the second time, the teacher may use the following options: quarantine and/or inform the parents to ensure that the work is submitted. There must be clear sanctions after the second opportunity has been given.
- vii. Full and equal access to all assessments will be made available for all students irrespective of their learning or language diversity
- viii. If a student provides written evidence of illness or other exceptional circumstances, which prevented a student from attending an examination/assessment session, the teacher may extend the time for completion of the task after consultation with the Principal. The extension duration is at the teacher's discretion, with the approval of the Subject leaders and the relevant Programme Coordinator. However, the task must be conducted on the designated date, as scheduled.
- ix. Parents will receive a full grade report in December and June through ManageBac.
- x. Parents can meet with teachers to discuss their child's progress during Three-Way Conferences.
- xi. IBDP Grade 12 students prepare an "Individual Excellence Plan" in the second month of DP2, listing out their target predicted grades and plans to achieve the same. Teachers have a one-to-one meeting with students and decide on the university forecasted grades in October of DP2. Predicted Grades for submission to IB are prepared in the last week of March, DP2, after the mock examinations.

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- xii. Students with documented special needs are given concessions in their Internal and external assessments as per the provisions of the IB. The program coordinators are responsible for advising the relevant boards of students with special education needs within the given timeframe.

2. Terminology

Specific terminology is needed and should be used throughout to ensure the effectiveness of the assessment.

- *Aims/ Learning Expectations/Learning Outcome*: are what we expect students to experience to learn or how they might change by the experience, and a teacher to teach or do at the different stages of the curricula.
- *Achievement Level/Level of Development*: level given when student work reflects the corresponding descriptor.
- *Objectives/ Assessment criteria /Success Criteria/Rubrics*: these define what skills, knowledge and understanding are assessed and how a student will be able to achieve specific Achievement Levels.
- *Unit Planner*: allows the subject content to be understood in context and describes planning, assessing and teaching.
- *Specified and Additional Concepts/Key and Related Concepts or Conceptual/ Essential Understanding*: the unit's big ideas that the students need to retain for the long-term future.
- *Inquiry/ Guiding Question*: Open-ended questions derived from *Specified and Additional Concepts/Key and Related Concepts*, Essential Understandings, and unit focus (through Global Interactions in the MYP).
- *Global Contexts/Central Ideas: The Six Central Elements of the PYP/MYP* giving the common points of entry for inquiries into what it means to be internationally-minded, for each unit.
- *Learner Profile*: the 10 attributes at the core of all the teaching guiding us in developing our curricula and teaching on a day-to-day basis.
- *Criterion-related*: in the Middle Years Programme all assessment is related to previously agreed subject-specific criteria/descriptors.
- *Formative Assessment*: related to subject criteria, it concerns ongoing informed interactions/ feedback between teacher and student to ensure and improve student performance.
- *Summative Assessment*: the culminating determination of an achievement level usually at the end of a learning period to inform students, parents, and teachers.

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- *Best fit judgement*: the judgement by the teacher of the standard of the level of achievement.
- *Grade*: the number assigned to standards of student achievement.
- *Internal standardisation*: process by which all teachers of one subject or subject group in a school ensure a common understanding and application of criteria and descriptors.

3. The Criteria Used for Assessment

The criteria that are used for assessment are based on the subject-specific MYP objectives in the TIS MYP classes, and the DP objectives in Grades 11 & 12. The assessments measure the individual achievements of the students against the subject-specific criteria. For the PYP, there is continuous learning monitoring through tasks given as per the expectations of learning outcomes for every subject/unit of inquiry.

In each subject, the criteria are made task specific for each unit and can be explained in rubrics and other assessment tools that accompany each unit. The descriptors in the tools describe the different levels of achievement and derive from the objectives. Criterion-related assessment gives students more informed feedback on how they performed and how they can improve. Each unit is worked out in a Unit Planner and is explained in detail to the students. The first stage of unit planners in MYP describes the concepts and context of the unit and the broader picture.

Although the Global Context is not assessed as such, they give the context and focus of the units in the middle years. The first stage of the units gives the meaning and the focus of the unit and shows the link to the real-life situations.

ATL (Approaches to Learning) is a part of each unit. However, the emphasis can be on one or more of the five different skill categories of the ATL as described in 'From Principles into Practice', for which different teaching and learning strategies are applied. The MYP approach to assessment recognises the importance of assessing the product and the learning process.

4. Roles

The student is expected to do the following:

- Present neat work appropriately. Written work should be completed in pencil, blue or black ink, and diagrams should be in pencil and/or coloured pencils

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- Sources of information must be cited, preferably using the Harvard Style as described in the Academic Integrity Policy.
- Be on time to class and fully prepared with all the appropriate materials for class work and assessment activities
- Respect each other's right to learn and to collaborate constructively with peers
- Submit any required work – homework, class work, assignments, and projects, etc on time. •
Be critical assessors of their work (peer and self-assessment)

The teacher is expected to do the following:

- Clearly explain the requirements for each piece of work and provide students with relevant assessment criteria/rubrics.
- Allow adequate time for students to complete any given assessment task.
- Provide adequate access to any materials necessary to successfully complete any assessment task.
- Assess all work appropriately, provide clear feedback and return it to the student promptly.
- Ensure that references are properly cited. (Refer to Academic Integrity Policy).
- Ensure at least three achievement levels are assessed against each criterion (in MYP) for the final grade report.
- Ensure that supplementary support is given to students with a language and learning diversity where and when necessary for school assessment.
- Collaborate with coordinators on needs for formal IB access arrangements for specific students.

Teachers are responsible for designing and providing formative assessment structures and practices that help students to improve their understanding of what constitutes the requirements for the highest levels of achievement are and where their own work stands in relation to this. Assessments must be returned to students within two weeks of the date they were submitted by students. The work should be accompanied by oral and written feedback. Formative assessment is also important for the teacher, as it should provide detailed feedback on the nature of the students' strengths and challenges. The emphasis here is on making the student a better judge of his or her performance and then helping him or her to develop strategies to improve. Students need to understand the assessment expectations, standards, and practices and these should all be introduced early and

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naturally in instruction, as well as in class and homework activities. This is carried out by the subject teachers under the guidance and supervision of the HODs.

The Programme Coordinators have the responsibility of monitoring the implementation of this policy across subjects through regular meetings with the HODs and random inspection of assessment items, unit plans, lesson plans, and teacher assessment data.

5. The Programmes

5.1 Assessment in the PYP

At TIS Primary School Campus, we seek to assess the student's holistic learning in terms of:

The knowledge, concepts, skills, attitudes and learner profile attributes. In addition, we assess the levels of development in each of the following subject areas: Languages (English, Sign Language, French, Mandarin and any other additional language), Mathematics, Personal Social and Physical Education, Arts (Visual Arts, Music, Dance and Drama). We assess the students' understanding of the Central Idea of each Unit of Inquiry. At TIS Students are given every opportunity to show what they know, can do and understand by using a variety of assessment techniques.

The tables here represent the grading for the levels of development and ATL skills for the different PYP classes.

ATL Skills Assessments

D	NOT VISIBLE: The student needs a lot of support to develop the skills
C	DEVELOPING: The skills are visible, but more effort is required to develop the skills further to meet the class level expectations.
B	CONSOLIDATING: The student is demonstrating the skills as per grade level expectations in various activities.
A	EVIDENT: The skills are very strongly visible and the student is demonstrating a highly developed use of the skills through their learning.

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Early Years Level of Development

1	EMERGING: The student is beginning to demonstrate his/her understanding when given direct teacher instruction
2	DEVELOPING: The student can demonstrate his/her understanding but requires further practice and some teacher assistance
3	DEMONSTRATING: The student demonstrates his/her understanding with little assistance from the teacher
4	EXCELLING: The student competently demonstrates and can perform independently and apply this learning to new and different situations

Grades 1 to 3 Level of Development

1	EMERGING: The student has a limited knowledge and understanding of the content and a low level of competence in the processes and skills.
2	DEVELOPING: The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
3	DEMONSTRATING: The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
4	EXCELLING: The student has an extensive knowledge and understanding of the content and can readily apply this knowledge.

Grades 4 to 6 Level of Development & General Rubric

1	VERY POOR: Minimal achievement in terms of any subject objectives.
2	POOR: Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.
3	MEDIOCRE: Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them in normal situations with support.
4	SATISFACTORY: A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
5	GOOD: A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.

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6	VERY GOOD: A consistent and thorough understanding of the required knowledge and skills, and ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
7	EXCELLENT: A consistent and thorough understanding of the required knowledge and skills, and ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. the student consistently demonstrates originality and insight and always produces work of high quality.

MYP and DP use the IB Grade Descriptors:

2.2 Assessment in the MYP

Assessment in the MYP uses the assessment criteria published in the respective subject guides. There are four assessment criteria across all eight subject groups; namely criteria A, B, C and D. The descriptors for each criterion are unique to the subject group.

Task-specific clarifications are used to provide further guidance to an assessment's descriptors without altering standards. Teachers provide expectations or standards in relation to the published assessment criteria in the subject guides. This is a qualitative judgement of students' work. The achievement levels range from 0 - 8. The level descriptor which best describes the student's work becomes the level attained for the particular summative task.

Teachers are required to gather enough evidence (at least three achievement levels per criteria per semester) across all four criteria from a range of summative assessment tasks. To determine the final grade at the end of the semester, teachers use best-fit judgement to arrive at the achievement levels for each criterion. The sum across the four criteria is then compared with the MYP grade boundaries to determine the final grade.

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MYP Grade Boundaries

<i>Grade</i>	<i>Boundary Guidelines</i>	<i>Descriptor</i>
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 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.
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.

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5.3 Assessment in the Diploma Programme

Summative assessments in each subject conducted during a semester have a weighting of 40%. End-of-semester exams conducted will carry a weighting of 60%. The assessment requirements of Group 6 subjects – (Theatre, Music, and Visual Arts), being different from other subjects from Group 1 to 5, will have a different set of requirements in terms of the tasks to be completed every semester, contributing to the final grade of that semester.

TOK and EE will be graded on a scale from A to E based on the progress achieved. CAS progress will be mentioned in the semester reports.

IB DP Grade Boundaries

SUBJECT	GRADES				
	E	D	C	B	A
Extended Essay	0-6	7-13	14-20	21-26	27-34
Theory of Knowledge	0-3	4-9	10-15	16-21	17-30

Grade boundaries are subject to review annually based on the IB published grade boundaries. ManageBac will be updated with new grade boundaries and the school bulletin will publish a table of grade boundaries for the learning community.

Students on Probation

At TIS, DP students must gain a minimum Grade 4 in any subject to ensure they are safe from failing the diploma in the final examination. Full diploma students must also ensure grade D or better in TOK. Any student obtaining failing grades receives support in order to improve performance. A DP1 student who fails the diploma in the second semester is registered for the Diploma Courses to ensure they do not jeopardise their chances of getting admission to the university.

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Internal Assessments

Process and final deadlines for all the internal assessment components will be shared at the beginning of the academic program.

Academic Integrity

Teachers are encouraged to use Turnitin to verify the authenticity of students' submitted presentations/work.

Frequency of formative and summative assessments per semester

Nature of assessment	Minimum number (first semester)	Minimum number (second semester)
Summative	3	4 (1 for DP2)
End of Semester Exams*	1	1
Formative assessment	On-going	On-going

* Each summative task must be a different type. For example, test, presentation, project, and essay.

Reporting

MB, our learning management system is used by teachers to provide prompt feedback to students on their learning and parents on the progress of their child. It is also used to report on student's progress at the end of each semester using IB assessment principles, standards. It ensures accountability and transparency for all stakeholders (management, staff, parents, and students).

Review

This policy shall be reviewed every other year considering the periodic nature of IB reviews. Such review shall consider current IB assessment principles, standards, and practices as well as subject group and whole-programme reviews.

The review process will be as follows:

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- Constitute a policy review team with a balanced membership (members co-opted from the relevant departments and sections of the school)
- Policy review team considers proposal from subject group leaders, students, and parents
- Review team collates the proposal and make the necessary suggestions to the Pedagogical leadership team for their consideration.
- Student council executives and parents review the updated policy and make suggestions or proposals.
- Pedagogical leadership team submits the updated policy to the board for their inputs.
- The policy is adopted as a working document for the school.

Bibliography

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