



# SECONDARY ASSESSMENT, FEEDBACK AND REPORTING POLICY (MYP & DP)

Staff Incharge	Secondary Principal
Latest revision	August 2026
Approved by	Head of School
Next Revision	August 2027





## Our Vision

SISQ aims to develop learners who are  
**FULFILLED INSPIRED PREPARED**

## رؤيتنا

تهدف المدرسة السويسرية إلى تطوير متعلمين  
يتصفون بأنهم

**مُستَعِدون مُلَهَّمون مُشَبِّعون**

## Notre Vision

SISQ encourage les apprenants à devenir  
**ACCOMPLIS INSPIRÉS PRÊTS**



### Our Mission

Through learning that is fun, engaging, holistic, collaborative and caring, SISQ develops students who are:

- Intellectually fulfilled: they find joy in their own learning and the learning of others; they are curious, engaged and passionate about learning.
- Emotionally fulfilled: they are happy with themselves, healthy, balanced and confident.
- Socially fulfilled: they develop meaningful relationships; they are connected to others, the world around them and the environment.

Through learning that is inquiry-based, meaningful, challenging, authentic and innovative, SISQ develops students who are:

- Inspired to keep learning: they are inquisitive, questioning and willing to try new things; they take ownership of their learning and are self-motivated.
- Inspired to share and apply their learning: they can use their learning to improve their lives and the lives of others; they communicate their learning to inspire others.

Through learning that is focused on transferable skills, character, attitudes and dispositions, SISQ develops students who are:

- Prepared for the future: they embrace change and challenge; they adapt to new situations and think creatively to solve complex problems.
- Prepared to lead lives of integrity: they are principled and strong; they have a set of values that guide them when they make decisions.
- Prepared to be good global citizens: they are multilingual, open-minded and multicultural in their outlook; they are courageous, caring and prepared to take action to make their community and the world a better place.

### رسالتنا

من خلال المعاشرة والمشاركة ، والتعاون ، والشمولية والاهتمام ، تعمل المدرسة

- السويسرية على تطوير طلاب يتصفون بأنهم مشاركون ذكيّون ، يجدون الفرح في تعلمهم وتعلم الآخرين ؛ إنهم فضليون ويتّبعون معاشرهم.
- مشبعون من أنفسهم ، ووافاقون احتمالاً لهم معدّهم بأنفسهم ، يتمتعون بصحة جيدة ، ومتوازنون ، ووافاقون احتمالاً لهم معدّهم بأنفسهم.
- مشبعون من حولهم وبالبيئة.

من خلال التعلم الاهداف والقام على تطوير طلاب يتصفون بأنهم

- ذكيّون لمواصلة التعلم ، فهم فضليون ومتوازنون ومستعدون لتجربة أشياء جديدة ؛ يتعلّمون بداعم ذاتيّة.
- ذكيّون لمشاركة ما تعلّموه وتطبّيقه ، يمكنهم استخدام ما تعلّموه لتحسين حياتهم وحياة الآخرين ؛ ينقلون تعلّمهم إلى الآخرين.

من خلال التعلم الذي يركز على المهارات القابلة للنقل والمهارات الشخصية والماوراء والمتصرفات تعلم المدرسة السويسرية على تطوير طلاب يتصفون بأنهم

- مستعدون للمستقبل يبنّون التغيير والتحدي ؛ يتكفّلون مع المواقف الجديدة ويدركّون بشكل خالق حلّ المشكلات المعقّدة.
- مستعدون لعيش حياة تتسم بالنزاهة ؛ أصحاب مبادئ أقواء ؛ لديهم حماسة وشغف.
- مستعدون ليكونوا مواطنين عالميين صالحين ؛ فهم متعددو اللغات ومتّبعون ومتقدّمو الثقافات في ظرفهم ؛ إنهم شعاعون ومهتمون.
- مستعدون لاتخاذ إجراءات لجعل مجتمعهم والعالم مكاناً أفضل.

### Notre Mission

Au travers d'expériences d'apprentissage amusantes, intéressantes, holistiques, collaboratives, positives, SISQ encourage les apprenants à devenir:

- Intellectuellement accomplis: ils prennent plaisir à apprendre individuellement et collectivement. Ils sont curieux, intéressés et passionnés par leur apprentissage.
- Emotionnellement aptes: ils savent s'apprécier, ils sont positifs, équilibrés et sûrs d'eux-mêmes.
- Socialement compétents: ils développent des relations significatives avec les autres, ils vivent en harmonie avec les autres, le monde et l'environnement.

Au travers d'un apprentissage centré sur la recherche, significatif, comportant des défis, authentique et innovant, SISQ encourage les apprenants à devenir:

- Toujours prêts à apprendre : ils sont curieux, ils posent des questions et sont prêts à innover, ils sont responsables de leur apprentissage et intrinsèquement motivés.
- Toujours prêts à partager et à appliquer leurs connaissances : capables d'utiliser leurs compétences pour transformer positivement leur existence et celle des autres, ils transforment leurs apprentissages pour inspirer autrui.

Grâce à un apprentissage orienté vers des compétences de transfert, l'édition du caractère, créant des attitudes et une disposition psychologique bénéfiques, SISQ encourage les étudiants à devenir:

- Prêts pour l'avenir : ils acceptent le changement et les défis, s'adaptent à de nouvelles situations et résolvent des questions complexes grâce à leur créativité.
- Déterminés à vivre de manière éthique, ils suivent leurs principes et sont intègres. Leur valeurs les guident dans la prise de décisions.
- En tant que citoyens du monde : ils parlent plusieurs langues, pratiquent l'ouverture d'esprit en se confrontant à de multiples perspectives. Ils sont courageux, attentionnés et prêts à l'action pour transformer positivement leur communauté et le monde.



## Our Vision

SISQ aims to develop learners who are fulfilled, inspired and prepared.

## Our Mission

Through learning that is fun, engaging, holistic, collaborative and caring, SISQ develops students who are:

- Intellectually fulfilled: they find joy in their own learning and the learning of others; they are curious, engaged and passionate about learning.
- Emotionally fulfilled: they are happy with themselves, healthy, balanced and confident.
- Socially fulfilled: they develop meaningful relationships; they are connected to others, the world around them and the environment.

Through learning that is inquiry-based, meaningful, challenging, authentic and innovative, SISQ develops students who are:

- Inspired to keep learning: they are inquisitive, questioning and willing to try new things; they take ownership of their learning and are self-motivated.
- Inspired to share and apply their learning: they can use their learning to improve their lives and the lives of others; they communicate their learning to inspire others.

Through learning that is focused on transferable skills, character, attitudes and dispositions, SISQ develops students who are:

- Prepared for the future: they embrace change and challenge; they adapt to new situations and think creatively to solve complex problems.
- Prepared to lead lives of integrity: they are principled and strong; they have a set of values that guide them when they make decisions.
- Prepared to be good global citizens: they are multilingual, open-minded and multicultural in their outlook; they are courageous, caring and prepared to take action to make their community and the world a better place.

## Assessment, feedback and reporting Policy in the MYP & DP Programmes

### ASSESSMENT

At SISQ, we commit to...

1. Aligning assessment with the written and taught curriculum
2. Preparing students for summative assessment through relevant and frequent formative assessment with timely feedback
3. Sharing assessment criteria and good exemplars of relevant tasks with students
4. Giving students sufficient warning of upcoming summative assessments that need preparation (at least one week) and making every effort to spread summative assessments, both within and across subjects
5. Preparing students who need extra support by using differentiated teaching strategies
6. Using a variety of assessment instruments, including some challenging formative tasks and some authentic assessments, with student choice where appropriate
7. Aligning assessment within teams, within subjects (including vertically) and across subjects
8. Designing assessments with IB models and tools in mind; in later years, this involves assessments that prepare students adequately for IB examinations.



## FEEDBACK, GRADING AND REPORTING

At SISQ, we commit to...

1. Giving feedback that focuses on learning rather than grades, and on skills rather than just subject content
2. Giving feedback that is growth-focused
3. Giving students clear individual goals and personalised strategies to achieve them
4. Giving students frequent feedback on formative assessment, giving them opportunities to improve their work before summative assessment
5. Encouraging students to reflect on their work and others' work
6. Separating attainment grades from Attitudes grades
7. Standardising our "understanding and application of criteria" through collaborative moderation "before deciding on achievement levels" (IBO, 2014)
8. Providing feedback and/or grades in a timely manner, ideally and where appropriate within two weeks of the assessment taking place; and writing reports in a timely manner, within the deadlines set by the school
9. For reporting purposes: using a comprehensive body of evidence to determine student's current performance level
10. Alerting parents and relevant members of the leadership team if a student's level of attainment or effort drops significantly if a student's level of effort remains persistently low, or if we believe a child may benefit from extra support

### Assessment Philosophy

Assessment is essential to both teaching and learning at the Swiss International School, Qatar. In order to guide teacher practice as well as to encourage and empower student learning, assessments entail the collection and analysis of data regarding student performance and progress.

Assessment uncovers what students already know, comprehend, and are capable of doing, as well as the behaviours and attitudes they exhibit during the learning process. Students are empowered through assessment to act as the main agents in the process. Assessment is continuous, authentic, and intentional. Students, families, educators, and community members are all involved in this collaborative and educational process. The outcomes of assessments assist teachers and students in making decisions about curriculum and teaching.

### How to use this document

The main purpose of this document is to outline SISQ's assessment, feedback and reporting principles, as well as the required practices grounded in these principles. Principles and required practices may be altered to reflect changes in the school's context, changes of IB procedures, or new developments in educational research.



## Assessment and feedback principles

SISQ's assessment and feedback principles are anchored in the IB assessment philosophy and grounded in educational research.

The following assessment and feedback principles will help SISQ maintain this strong focus on improving student learning:

Assessment	Feedback
• Fair	• "Feedback First"
• Varied and meaningful	• Learning focused
• Consistent	• Growth focused
• Aligned with IB practices	• Timely

### 1. FAIR

Assessment is fair when:

- Students understand the criteria used to assess their work
- Students have been shown good exemplars of similar tasks
- Assessment clearly aligns with the written and taught curriculum
- Students understand what is being assessed
- Academic knowledge and skills are assessed separately from habits of learning such as effort and timeliness
- Students are prepared for summative assessments through formative assessments and feedback
- Students are given warning of upcoming summative assessments and those assessments are spread in time
- Students who need extra support are given sufficient scaffolding and differentiated teaching strategies to have a fair chance to succeed.

### 2. VARIED AND MEANINGFUL

Students benefit from being exposed to a variety of assessment instruments. Variety increases motivation, engagement and students' skills set. Variety also increases fairness, as students may perform better in some tasks, and some may be penalised by the repeated use of one assessment style or format.

**Formative assessment**, in particular, is an opportunity to provide greater variety including group work, projects, visual pieces, journals, short quizzes, experiments, essays, performances etc. In some instances, it is appropriate for students to be given a choice of task or medium.

Formative assessment is also an opportunity for students to be challenged beyond what may be comfortable, to complete open-ended or complex contextual tasks (ISB, 2014), to take risks and to "*fail well*" (King, 2009).



Although students should learn the skills and techniques needed to take tests and examinations, teachers are also encouraged to design *authentic assessments*. Such assessments are meaningful in a real-life context; they help students develop skills that are transferable to new situations and will be useful beyond school.

### 3. CONSISTENT

In order to be fair and improve student learning, assessment needs to be consistent. Teachers need to work collaboratively to ensure that:

- Students in the same year and studying the same subject are given comparable summative assessments and equitable preparation for those summative assessments, even if they have different teachers
- There is a vertical alignment of student experience and learning from one year to the next. The skills and knowledge students learn should build on what they learned previously and prepare students for what they will learn in the future, according to constructivist principles of learning. Assessment should reflect this vertical alignment from one year to the next, even if students change teachers.
- There is consistency between what is practised through formative assessment and what is performed in summative assessment.
- Assessment is consistent across subjects and departments. Although the nature of subjects means that assessment instruments will vary, all departments should follow the principles and practices outlined in this policy, and in particular the tools developed by the IB, in order to achieve consistency.

### 4. ALIGNED WITH IB PRACTICES

Consistency can be ensured if all teachers ground their assessment practices in IB practices.

- Assessments should be designed with IB assessment models - and, where appropriate, with IB examinations - in mind.
- In the years leading to IB examinations (MYP and DP), teachers should introduce assessment models that prepare students for their examinations. Although some assessments will look very different from IB examinations, the skills practised and the knowledge constructed should be relevant and transferable to IB examinations.
- Teachers should use the assessment tools provided by the IB, such as the assessment criteria relevant to their subject and the IB Grade Descriptors (IBO, 2020)
- Teachers should "standardise their understanding and application of criteria before deciding on achievement levels" (IBO, 2020). This is achieved through Professional Development, team meetings and collaborative assessment practices such as moderation, calibration and peer-marking.



## Definitions and purpose

### Definition and purpose of assessment

Assessment refers to the “various methods by which student achievement can be evaluated. Assessment instruments may include tests, examinations, extended practical work, projects, portfolios and oral work, some carried out over a prolonged period” (IBO, 2004).

Assessment has an important and varied role in education. Assessments are used to inform students and parents about progress and overall achievement. They are used by teachers to make decisions about student learning and instruction, assign grades and determine eligibility for special services and programme placements. The “why” should precede the “how” in assessing student learning. The vast majority of assessments are used for one of three general purposes: to inform and improve learning and instruction, to screen/identify for interventions, and to measure outcomes (ISB, 2014).

Although all three purposes are important and have a rightful place at SISQ, **improving student learning is SISQ’s priority and is at the centre of our assessment practices.**

### The Importance of Feedback

Feedback, like assessment, can come in many forms, such as verbal feedback, conferencing with students or parents, written comments, colour-coding, highlighting a rubric, using symbols, writing reports etc.

Although grades are a form of feedback, the word “feedback” will be used in this document to mean qualitative comments and methods that do not include numbers.

Teacher feedback has a very high impact on student learning, and high quality feedback can dramatically improve student learning. Some studies have shown that students receiving constructive feedback only can learn much faster than students receiving scores only (Elawar & Corno, 1985); other studies show that groups of students who receive constructive feedback are actually the only groups who keep making progress, as opposed to groups receiving scores (Butler, 1987 and 1988). In fact, **assessment without feedback loses much of its ability to improve student learning in a significant way**, and it can be argued that, as students have greater access to information than ever, one of teachers’ most important roles has become to provide the individual, meaningful and quality feedback that students cannot find online.

## Feedback Principles

### 1. “FEEDBACK FIRST”

Educational research suggests that students benefit from receiving qualitative feedback without grades, or at least before grades. Receiving grades at the same time as (or before) feedback tends to nullify the effectiveness of feedback itself. Some researchers go as far as saying that “as soon as students get a grade, the learning stops” and stating that “if teachers are providing careful diagnostic comments and then putting a score or a grade on the work, they are wasting their time” (Wiliam, 2011).



While we recognise the importance of grades, feedback should come first: not only should it come first chronologically, for the reasons highlighted above, but it should also be a priority. Students should receive much more feedback than they receive grades. While some pieces of formative assessment may not be graded, for example, they should generate feedback.

## 2. LEARNING FOCUSED

Feedback should be formulated in a way that helps students focus on their learning rather than their grades, and understand that the ultimate purpose of their education is the lifelong, transferable learning of skills and useful information. Discussions that follow assessment, including summative assessment, should be learning focused and not grade focused.

Learning focused feedback:

- Highlights progress that has been made and what steps need to be taken next in order to continue improving
- Focuses on skills and not just factual contents
- Recognises that one result or grade is only one data point in the complex process that is student learning
- Helps students identify how they learn best and what strategies might work for them in the future
- Allows students to reflect on their own and others' work.

## 3. GROWTH FOCUSED

In recent years, thanks to Stanford University psychology professor Carol Dweck, a strong focus of educational research has been to explore the benefits of a growth mindset, as opposed to a fixed mindset (Dweck, 2006). A growth mindset involves the belief that effort and commitment are much better indicators of future success than are natural talents or innate abilities. When students develop this self-belief, their motivation, resilience and ability to cope with challenges increase. In turn, this improves their performance. Dweck's theory is backed by a substantial body of educational research, but also by neuroscientific findings showing that the brain is plastic rather than set: as such, specific abilities can be nurtured and developed through education.

Feedback can be an efficient way to develop a growth mindset in students.

Growth-focused feedback:

- Assumes that all students are able to improve and that progress is based on quality work rather than natural talent
- Gives students specific comments on ways to improve, even if they have met or indeed exceeded expectations
- Focuses praise on effort rather than natural abilities
- Allows students to use the feedback in class in order to improve their formative work (Boulet, Simard and De Melo 1990).



## 4. TIMELY

Students learn better when they receive feedback soon after assessment. While teachers need time to prepare meaningful comments on some assessments, they are also encouraged to provide frequent and timely feedback. Feedback can be more frequent if it includes a variety of strategies in addition to developed written feedback. Some feedback can even be immediate, for example in the form of oral comments after a presentation, during the process of a task or when a class discussion is taking place.

Timely feedback also refers to the idea that students should have a chance to improve on their work. If feedback is only given once the class has moved on to a different unit, the effectiveness of feedback is greatly reduced. Students should have received ample feedback during a unit in order to maximise their performance in summative assessments.

### Assessing student learning at SISQ

#### Formative assessment and feedback

Formative assessments are expected to take place much more frequently than summative assessments during a unit of work. The role of formative assessment is to enable the teacher to give students feedback on areas of strength and areas for development. Formative assessment and feedback should happen in every lesson, but the formality of the feedback and assessment may vary.

Formative assessment and feedback may take the form of written feedback on a piece of work, a conversation with a student on a given piece of work, feedback or assessment of a draft piece of work that is similar to the final summative task, peer-assessment and feedback linked to teacher issued success criteria, self-assessment linked to success criteria, highlighting of a rubric to check student understanding of what is expected, exit tickets, journal entries etc. This list is not exhaustive and throughout the academic year staff will be given opportunities to discuss formative assessment and feedback strategies used in class.

#### Diagnostic assessments

At the beginning of the academic year or the start of a unit, teachers are encouraged to complete diagnostic assessments to ascertain students' prior learning and knowledge in order to inform planning. More specific information on diagnostic testing for languages in order to place students in the correct phase of MYP Language Acquisition can be found in the SISQ Language Policy.

#### Summative assessments

Summative assessments should take place at the end of each unit of work. The assessment task given to students should be rooted in the global context explored and should enable students to engage with the statement of inquiry for the unit. The task should be authentic and give students the best possible opportunity to demonstrate what they have learnt during the unit of study. While there may usually be just one summative task for each unit, it is possible to give students more than one summative assessment for a particular unit. The teacher will be best placed to judge what type of assessment will be the best tool to



assess student learning in a particular unit.

The following procedures should also be followed for every summative assessment:

- The assessment task should be developed collaboratively in subject group teams.
- The assessment task must align with the MYP/DP subject group objectives and be based on the selected assessment criteria for the unit and/or the relevant subject guide.
- All students should be given the same task for a particular unit to ensure consistency and fairness.
- Prior to the assessment task, exemplar work and modelling should be used to demonstrate what is expected.
- Rubrics should be issued and explained to students prior to attempting the task.
- Teachers must give students at least a week's notice of any summative assessment.
- The summative assessment should be entered on the assessment calendar in Managebac (at least one week prior) and in each student's planner.
- For the purposes of the Internal Assessments, draft feedback should be given in accordance with the stipulations of the relevant subject guide, so that students have the opportunity to understand how they will be assessed by the IB.

Useful definitions from the *IBO's Diploma Programme Assessment Principles and Practice* (2004):

"A distinction is often made between **summative assessment**, aimed at determining the level of achievement of a student generally at the end of a course of study, and **formative assessment**, aimed at identifying the learning needs of students and forming part of the learning process itself" (p.3).

"For **formative assessment**, the main purpose is to **provide detailed feedback** to teachers and their students on the nature of students' strengths and weaknesses, and to help develop students' capabilities" (p.3).

*"It is more important that formative assessment correctly identifies the knowledge, skills and understanding that students should develop, rather than accurately measuring the level of each student's achievement.*

**Summative assessment** is used for quite different purposes, including the provision of **information about student achievement**, the certification and selection of students, an accountability mechanism to evaluate teachers and schools, and a driving force for reform of curriculum" (p.4).

## Marking of Summative Assessments

Once students have completed a summative assessment, the following should take place:

- All relevant teachers within that subject group should meet to standardise marking.
- For the purposes of the Internal Assessments of the DP, subject teachers must endeavour to standardise their marking within departments. In cases where there is only one teacher of that subject, the teacher and DP Coordinator will seek out external opportunities to standardise with other teachers of that subject.



- Work should be marked within two weeks of student completion.
- Once all work has been marked, the relevant teachers will meet again to moderate marking before returning assessments to students.
- When returning the assessment to students, teachers must ensure that feedback is given for each criteria that has been assessed as well as a mark out of 8 for the relevant criteria (MYP). If all four criteria are assessed, students should be discouraged from converting their marks into a grade for one piece of work.
- All Internal Assessments and FOA/IOC's etc., as well as the Extended Essay and TOK (exhibition and essay) deadlines are established through a DP calendar/timeline with relevant files submitted to the DP Coordinator for upload to IBIS.

## Missed summative assessments

If a student is absent and misses a summative assessment, it is the student's responsibility to see the relevant teacher on the first day they return to school. The teacher will decide whether the student can sit the summative assessment and when this may take place. The teacher may decide that the student can sit the same assessment as their classmates or there may be the need for a separate assessment to be administered. If a student does not see the teacher about making up an assessment then it will be recorded as a missed assessment and reflected in the student's written report and attitudes score.

However, a student cannot be penalised in future assessments or in the reporting of their IB grade for a missed assessment. If a student fails to complete multiple assessments then they may be awarded 0 or NA for the relevant criteria.

## Record keeping

Teachers are required to keep an electronic record of all summative assessments that students complete and record these marks in Managebac. The format of the recordkeeping is up to each individual member of staff for formative assessment, but it should be clear what students have achieved for each criteria within a subject.

## Assessment of Interdisciplinary Units

The MYP requires that students study at least one interdisciplinary unit each year. This is a unit of work that is planned collaboratively by two or more subject groups. Once the unit and summative task have been completed, teachers from the involved subject groups will meet to assess the work according to the interdisciplinary unit criteria. This will be included in student reports in each term when it is relevant.

## The Personal Project

All students in grade 10 will complete the Personal Project. Teachers may be asked to be project supervisors. This will include supervising a student and assessing the final project, as well as providing formative feedback throughout the process. All personal project supervisors will be led by the Personal Project Coordinator (if available) and the MYP Coordinator. The following assessment procedures will be put in place for the Personal Project:

- Each project will be marked once as a draft with formative feedback given on each criterion.



- Once the final project is completed all staff will meet to standardise marking.
- All projects will be marked by three members of staff, including the project supervisor.
- Once the marking has taken place, staff will meet to moderate and agree on final marks for each project.
- Final marks for each criteria will be communicated to students before being submitted to the IB.
- Students and parents will be made aware that the mark could be moderated up or down by the IB.

## Monitoring and reviewing of the policy

All teaching staff are responsible for implementing the policy and ensuring that their assessment practices align with the required practices outlined in this document.

The pedagogical leadership team is responsible for the staff training, monitoring and quality assurance pertaining to the policy. One example of monitoring is the assessment audit that takes place annually.

The Secondary Principal is directly responsible for leading the collaborative review and update of this policy, which will be done on an annual basis, taking into account feedback from all stakeholders including students, parents, teaching staff and governing body.

## Reviewing assessments

It is important to review assessment practices regularly to ensure that students are being assessed in a variety of ways and contexts across the subject groups. Professional Development sessions will take place throughout the year where teachers will have the opportunity to develop their knowledge and understanding of effective assessment and best practice in both the MYP and the DP.

Furthermore, there will be opportunities to conduct assessment audits across subject groups and review whether subject practices align with SISQ's assessment and feedback principles, as well as those objectives outlined by IB. These sessions will take place during department meetings and/or whole school meetings (MYP/DP) and will enable teachers to review practice and set goals for further improvement.

## Reporting

As reporting is a form of feedback, the principles outlined earlier in the policy should be followed when reporting at SISQ.

Reporting at SISQ can take the form of parent-teacher conferences and written reports that include grades and/or comments. Parents will also be contacted outside of these scheduled times if their child's level of attainment or effort drops significantly, if their child's level of effort remains persistently low, or if the school believes that a child may benefit from extra support or schedule changes.

Teachers should use a comprehensive body of evidence to determine students' current performance level, giving much more weight to summative work and to most recent work. Comments should be focused on learning and encourage a growth mindset.



## Frequency of reporting

A reporting schedule is communicated to teachers and families at the start of each term. Parents can expect the following:

Date	Report Type
October	Progress Report (academic progress indicator, attitude grades and homeroom comment)
October/November	Student, Parent, Teacher Conferences
January	Mid-Year Report (academic and attitude grades, and subject comments)
February/March	Student, Parent, Teacher Conferences
March/April	Progress Report (academic and attitude grades)
June	End of Year Report (academic and attitude grades, and subject comments)

## What is reported?

Each reporting cycle will include information on a student's academic performance, as well as their attitude to learning. The format that the information takes will depend on the type of update being reported to parents. A scale of 7-1 is used for academic grades whereas an expectations scale is used for each of the attitudes towards learning criteria.

The expectations scale is:

- Exceeding Expectations
- Meeting Expectations
- Approaching Expectations
- Below Expectations
- Serious Concern

## October Progress Report

This report will include an expectations scale for the student's attitude in the three skills areas: self management, active participation and collaboration and their academic performance. Grade 12 students will receive a number grade for their academic performance.

## Mid-Year and End of Year Reports

These reports will include information on each of the four MYP criteria for every subject, as well as an overall IB grade calculated based on MYP Grade Boundaries. The reports will also



include an expectations scale for each of the three attitudes to learning: self management, active participation and collaboration. For DP students a grade will be assigned based on their achievement in the subject.

A written comment will be included for each subject. The written comment may include the following:

- Areas of strength linked to subject group objectives
- Areas of challenge linked to subject group objectives
- Information about the student's development in the relevant approaches to learning within the subject
- Student's character development linked to the Learner Profile
- Specific targets and strategies for further improvement
- Student behaviour and conduct linked to the three attitudes to learning

## March/April Progress Report

This report will include an expectations scale for the student's attitude in the three skills areas: self management, active participation and collaboration. An overall grade for each subject will also be indicated in this report. There will also be a homeroom comment.

## Grade Descriptors for the DP

### Attainment grade

These general grade descriptors have been designed using terms used in various IB DP documents. The descriptors are there to describe the overall level of a piece of work, or the level a student is working at. They are a useful tool to communicate with students and parents, to ensure consistency across departments and year groups, to decide whether students need help or challenge in particular areas, and to get an overview of students' achievement across areas.

However, teachers should make full use of the subject-specific descriptors, criteria and rubrics provided by the IB for their respective disciplines. Summative assessments in the DP should endeavour to align their attainment grades to the criteria and rubrics of their individual subjects where possible/appropriate. The attainment grades in these assessments should further help to inform the overall grades for term reports.

The descriptors below are meant to enhance communication and consistency, not to replace assessment tools provided by the IB.



## Grade scale with main descriptors and additional descriptors

IB Grade	Main descriptor	Additional descriptors*
7	Excellent	Sophisticated, perceptive, convincing, thorough, rigorous, original, insightful, subtle, reflective, innovative
6	Very Good	Thoughtful, effective, substantial, detailed, comprehensive, extensive, imaginative, proficient
5	Good	Competent, sound, coherent, accurate, sufficient, clear, focused, valid
4	Satisfactory	Adequate, suitable, appropriate, general, repetitive, descriptive
3	Basic	Superficial, simple, imprecise, unclear, inconsistent, partial, undeveloped
2	Limited	Minimal, unstructured, confused, incomplete, rudimentary, weak, unsatisfactory, ineffective
1	Very Limited	Inappropriate, inadequate, incorrect, incomplete, disengaged, irrelevant

## Calculating the final IB grade for termly reports in MYP

Teachers must use the relevant MYP criteria for their subject to award an achievement level for each criterion. Once an achievement level has been decided for all four criteria, these should be added up to get a score out of 32. This total can then be converted to an IB 1-7 grade.

To decide on an achievement level for each criterion, teachers should look at all student marks for that criterion. The final achievement level should not, under any circumstances, be an 'average' of all marks awarded for that criterion. To decide on a final achievement level, teachers should look at what is recent and what is most consistent for a student in order to arrive at an achievement level that is a realistic representation of a student's work for a particular criterion.

Grades and achievement levels for particular criteria cannot be lowered by poor effort or poor behaviour. They must be based solely on work produced by the student.

The table on the next page shows the MYP grade boundaries and descriptors. These will be shared with parents and students whenever a full report is issued.



## 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.

Grd	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.



## Attitudes

On each report, half termly and end of term, teachers will give students a score for three attitudes: self-management, active participation and collaboration. These are areas that reflect a student's attitude towards their learning and reflect the effort that a student puts into their studies. The table below has been designed to ensure consistency in awarding grades for the three attitudes.

Attitudes Grade	Self-management	Active Participation	Collaboration
Exceeding Expectations	Student always comes to class prepared and manages time efficiently. Student displays very high levels of self-motivation even when faced with setbacks.	Student is always attentive in class and takes an active and leading part in all class activities and discussions.	Student always works constructively with others. Student is always attentive to others. Student is very able to learn well in a group and to help others learn.
Meeting Expectations	Student always comes to class prepared and manages time efficiently. Student displays high levels of self-motivation, even when faced with setbacks.	Student is always attentive in class and takes an active part in class activities and discussions.	Student almost always works constructively with others. Student is almost always attentive to others. Student is able to learn well in a group and to help others learn.
Approaching Expectations	Student generally comes to class prepared and manages time efficiently. Student generally displays good levels of self-motivation, even when faced with setbacks.	Student is attentive in class and takes an active part in most class activities and discussions.	Student often works constructively with others. Student is generally attentive to others. Student is often able to learn well in a group and to help others learn.
Below Expectations	Student often comes to class prepared and manages time efficiently. Student is sometimes self-motivated but may need encouragement; student may sometimes be discouraged by setbacks.	Student is mostly attentive in class and takes an active part in some class activities and discussions.	Student generally works constructively with others. Student is generally attentive to others. Student is generally able to learn well in a group and to help others learn.



### Reviewing reports

At the end of each reporting cycle teachers should review the grades given to students to identify those who may need additional support or challenge within their subject. Clear targets should be set and reviewed with a student. These will also form the basis of conversations at parent teacher conferences.

### Academic Achievements

Subject teachers, Subject leads together with the Coordinators, will complete an analysis of report data to identify students who require intervention. Intervention may be required for academic performance or for unsatisfactory attitudes towards learning. When a concern is identified, the Heads of Division will work with the relevant students and their parents to put necessary interventions in place.

If a learner's level of academic achievement consistently falls under SISQ's expectations, parents will be notified and an individualised plan will be put in place. If interventions remain unsuccessful and the learner's academic achievement fails to improve, he/she may not be able to progress to the next year or remain at SISQ. For further details of SISQ progression and retention procedures please consult the Student Progression and Retention Policy.

### Academic Achievements

If a learner's level of academic achievement consistently falls under SISQ's expectations, parents will be notified and an individualised plan will be put in place. If interventions remain unsuccessful and the learner's academic achievement fails to improve, he/she may not be able to progress to the next year or remain at SISQ.

### Monitoring and reviewing the policy

All teaching staff are responsible for implementing the policy and ensuring that their assessment practices align with the required practices outlined in this document.

The pedagogical leadership team is responsible for the staff training, monitoring and quality assurance pertaining to the policy.



## References

1. Boulet, M. M., Simard, G., & De Melo, D. (1990). Formative evaluation effects on music learning. *Journal of Educational Research*, 84(2), 119-125.
2. Butler, R. (1987). Task-involving and ego-involving properties of evaluation: Effects of different feedback conditions on motivational perceptions, interest and performance. *Journal of Educational Psychology*, 79(4), 474-482.
3. Butler, R. (1988). Enhancing and undermining intrinsic motivation; the effects of task-involving and ego-involving evaluation on interest and performance. *British Journal of Educational Psychology*, 58, 1-14.
4. Dweck, C. S. (2006). *Mindset: the new psychology of success*. New York: Random House.
5. Elawar, M. C., & Corno, L. (1985). A factorial experiment in teachers' written feedback on student homework. *Journal of Educational Psychology*, 77(2), 162-173.
6. International Baccalaureate Organisation (2004). *Diploma Programme Assessment Principles and Practice*. Cardiff: IBO.
7. International Baccalaureate Organisation (2009). *Making the PYP happen: a curriculum framework for international primary education*. Cardiff: IBO.
8. International Baccalaureate Organisation (2020). *Programme Standards and Practices*. Cardiff: IBO.
9. International Baccalaureate Organisation (2015). *Diploma Programme Grade Descriptors*. Cardiff: IBO.
10. International Baccalaureate Organisation (2016). *Handbook of Procedure for the Middle Years Programme: Assessment 2017*. Geneva: IBO.
11. International School Bangkok (2014). *Policy for Assessing, Grading and Reporting Learning*. Bangkok: International School Bangkok.
12. King, L. G. (2009). *The Importance of Failing Well: An Exploration of the Relationship between Resilience and Academic Achievement*. MEd. The University of Waikato. Available at: <http://taolearn.com/articles/article28.pdf> [accessed 5 April 2017]
13. The Common Ground Collaborative (2011). *The Assessment Policy*. Common Ground Collaborative.
14. Wiliam, D. (2011). *Embedded Formative Assessment*. Bloomington: Solution Tree Press.