

ASSESSMENT POLICY AND PROCEDURES

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Our Guiding Statements

IB Mission

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 organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

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

QAD Vision

Empowering students to achieve high levels of academic growth and personal wellbeing and to be responsible citizens who are locally rooted and globally connected.

QAD Mission

At Qatar Academy Doha we offer a rigorous academic program with strong Arabic and Islamic Studies. Our school community develops and challenges learners to be active, internationally minded citizens who demonstrate environmental consciousness.

QAD Values

At Qatar Academy Doha we are **SAFE, RESPECTFUL** and **RESPONSIBLE** learners.

QAD Definition of High Quality Learning and Teaching

High quality learning begins with building healthy relationships and cultural identities within the school community through meaningful collaboration. It is a process which includes using a range of strategies to engage and empower students to have agency over their learning. Our focus is on creating a positive environment which encourages academic success, personal growth, risk-taking and resilience.

The learning process incorporates:

- Making connections to prior knowledge, within and between disciplines
- Developing conceptual understandings, knowledge, skills and attributes
- Reflecting on new understandings, acting on new knowledge and applying new skills and attributes

The teaching process incorporates:

- Using evidence based practices
- Using effective differentiation
- Providing opportunities to self-assess
- Using authentic and rigorous data that is qualitative and quantitative

QAD Assessment Philosophy

The primary aim of assessment at Qatar Academy Doha is to support and promote student learning. Effective best assessment practices and varied assessments are essential for providing students with ongoing evaluation and feedback on their academic achievements within the subject areas to monitor and measure student progress. We believe that the written, taught and assessed curricula are interlinked. Assessment focuses on the essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastery of skills, the development of the Learner Profile attributes and the decision to take responsible action. Through receiving feedback in relation to set criteria or expectations, students of all abilities learn strategies for further improvement and develop intrinsic motivation. Assessment also enables parents and staff to monitor and support student progress.

QAD Assessment Rights and Responsibilities

All IB programmes are informed by assessment, as indicated in the IB approaches to teaching. While assessments look different in each programme, all IB assessment methods are varied and fit for purpose.



Assessment, From Principles Into Practice 2019

We have a responsibility to:

- Understand that assessment is central to the IB Programmes' goal of thoughtfully and effectively supporting students through the acquisition of subject-specific knowledge and skills, the understanding of concepts and the development of approaches to learning.
- Understand that the development of knowledge, conceptual understanding and skills requires that both teachers and students demonstrate assessment capability by having a clear understanding of the reason for the assessment, what is being assessed, the criteria for success, and the methods by which the assessment is made.

Rights	Responsibilities
<p>Students Know each assessment's success criteria</p>	<p>Teachers -Co-plan success criteria with the students</p> <p>Students -Partner with teachers to design their learning goals and success criteria</p>
<p>Students Receive meaningful feedback to feedforward and reach higher levels of achievement</p>	<p>Teachers -Give effective feedback (including strategies to improve) and communicate learning progress</p> <p>Students -Draw on feedback and multiple strategies to adjust their learning and identify where and when to make improvements</p>
<p>Students Have the opportunity to reach the highest levels of the criteria</p>	<p>Teachers -Differentiate and prepare the students for success -Communicate success criteria early, thoroughly and clearly</p> <p>Students -Continue to approach assessments with a growth mindset</p>
<p>Students Are assessed in the appropriate environment</p>	<p>Teachers -Assess the effectiveness of the learning environment on the student's learning -Evaluate students' needs prior to the assessment -Guide students on appropriate assessment practices and behaviours</p> <p>Students -Prepare and behave appropriately in assessment situations -Demonstrate academic integrity -Contribute to an appropriate assessment environment</p>
<p>Students Are assessed with a consideration to their individual learning profile, cultural and linguistic background</p>	<p>Teachers -Plan multiple opportunities for success -Use differentiated assessments (portfolio, performance, written, oral etc.) -Provide inclusive access arrangements, such as extended time, frequent breaks, reader, scribe, individualized/small group setting, use of assistive technology devices, etc., as needed by the student</p>
<p>Families Are informed and are a part of QAD assessments</p>	<p>School Leadership -Engages parents about school's assessment practices -Facilitates opportunities for a dialogue</p> <p>Teachers -Communicate assessment inclusive access arrangements early, thoroughly and clearly</p> <p>Families -Actively inform school about their child's Approaches to Learning development from home (ex: independence)</p>
<p>Families Know the method of effective feedback</p>	<p>School Leadership Informs parents about the various methods and platforms for feedback Teach parents about feedback methods</p> <p>Teachers -Communicate about whether the feedback is formal or informal -Communicate learning progress</p>

<p>Families Know when and how students are to expect the assessment</p>	<p>School Leadership -Monitors communication on assessments -Supports teachers through collaborative planning and reflection on developing consistent assessment practices</p> <p>Teachers Standardize grade level communication on assessments</p>
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Assessment and the Learner Profile

Knowledgeable: We understand that good assessment allows students to demonstrate in-depth knowledge and understanding across all subject areas.

Principled: We believe that assessment involves honesty and integrity. Students take responsibility for their learning through the completion of assignments.

Communicators: We understand that assessment is about the communication of understanding, which can happen in many different formats.

Risk-takers: Assessment involves risk as students must use knowledge in unfamiliar situations. They should be guided to function independently, exploring new situations with confidence to show their understanding.

Connections to other IB Policies

Assessment and Inclusion

Students with identified learning difficulties are allowed inclusive access arrangements and reasonable adjustments (e.g. additional time, use of assistive technology, breaks, etc.) for all assessments in one or more subjects throughout the year, as appropriate to their needs. In the MYP & DP, particularly, the procedure for identifying students' needs and granting access arrangements requiring authorization is in compliance with the IB Access and Inclusion Policy requirements and is listed in the students' Individual Learning Plan.

Assessment and Language

At QAD, assessment of language learning is an on-going process throughout the school year in both formal assessments (formative and summative) and informal situations (learning experiences and inquiry). All four skill areas (reading, writing, listening, speaking), as well as the students' knowledge of grammatical structures and their ability to use these correctly, are assessed regularly at levels appropriate to the students' language phase and abilities.

Student language level and ability is acknowledged and incorporated into the planning of assessments. In subjects where writing is not required by the published criteria, teachers strive to provide alternative modes of presentation for students. Additionally, whenever reading, writing, listening or speaking tasks are assigned, expectations are set according to the student's language level. A range of formative and summative assessment measures are used.

Assessment and Admissions

In Preschool, children are accepted according to a screening assessment which assesses fine and gross motor skills, child's disposition (making eye contact, sustained focus), basic literacy and numeracy skills.

In KG and Grade 1, all parents of applicants are interviewed with either a Coordinator, Counselor, Admissions Officer, or Assistant Principal.

In Primary School 2-5, we assess admissions based on a collection of various academic data:

- The latest school report cards
- An evaluation form and any QAD school related documents, including a questionnaire
- MAP admissions test in Reading, Math & Language
- A piece of independent writing
- Student and parent interviews

If it is a remote applicant, students may be required to engage in a face to face Microsoft Teams meeting and complete assessment tasks though in the Primary School we discourage this as we need to meet the family and candidate

In grades 6-10, we assess admissions based on a collection of various academic data:

- The latest school report cards
- An evaluation form and any QAD school related documents, including a questionnaire
- MAP admissions test in Reading and Math
- A piece of independent writing
- Student and parent interviews prior to final acceptance

In grade 11, we assess admissions based on a collection of various academic data:

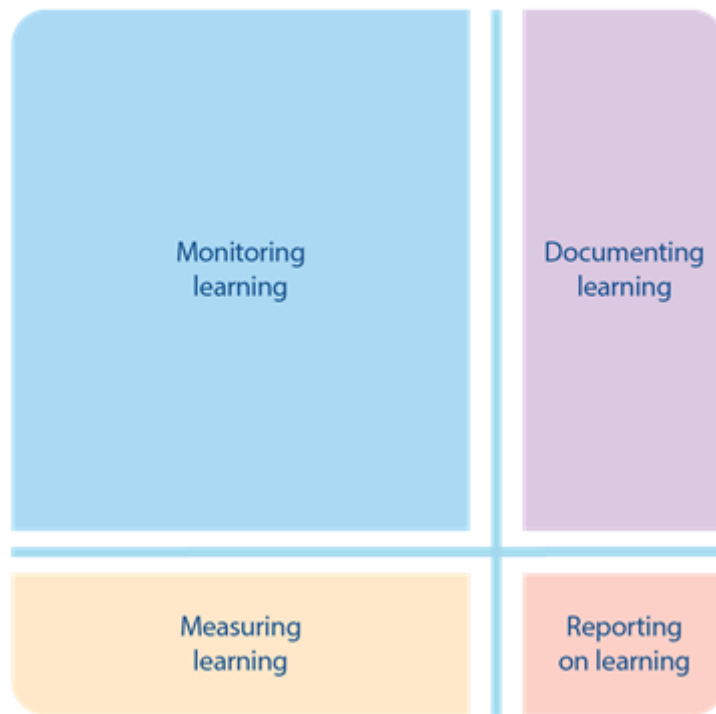
- The latest school report cards
- An evaluation form and any QAD school related documents, including a questionnaire
- Admissions tests for Math & English
- Student and parent interviews prior to final acceptance

Assessment and Academic Integrity

At QAD, we strive to develop in students the skills needed to demonstrate integrity when completing assessments. Students are explicitly taught to be principled and honest about their work while appreciating and formally acknowledging the work of others. We encourage teachers to design assessments that lead students to produce original and authentic work.

Assessment at QAD

Assessment has four dimensions: monitoring, documenting, measuring and reporting on learning. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching. Although the four dimensions of assessment are not weighted the same, each dimension has its own importance and value.



(Assessment, *From Principles into Practice*, 2019)

Monitoring & Measuring Learning at QAD

Giving and Receiving Feedback

At QAD, Students are involved in their own goal setting during student-led and three way conferences. Effective feedback offers opportunities for self-reflection and taking action. Feedback on knowledge, concepts and approaches to learning supports students moving towards their learning goals (*From Principles into Practice, Assessment, Feedback, 2020*). When giving feedback, teachers focus on feedback on the learning process and feedforward on co-creating goals and next steps.



Feedback & Feedforward (*From Principles into Practice, Assessment, 2020*)

Feedback at QAD might be formal and/or informal and is given throughout the learning process. Types of feedback include teacher, peer, parent feedback and student self-reflection.

Assessment Methods

All assessment and the recording of assessments is based upon the IB philosophy on assessment. The school uses different types of assessment to support students' learning process:

- **Pre-assessment:** Assessments used to determine existing knowledge and experiences.
- **Self-assessment:** Tasks in which students actively reflect on their performance on assignments.
- **Peer and group assessment:** Tasks in which students actively evaluate each other's learning by providing feedback.
- **Formative assessment:** Assessments that are woven into the daily learning process. Formative assessment provides teachers and students with information about how the learning is developing. It raises student awareness and helps them reflect on their learning. It guides the teacher when planning the next stage of learning.
- **Summative assessment:** Occurs at the end of a teaching and learning cycle. Students are given the opportunity to demonstrate what they have learned by applying their knowledge in a range of contexts and formats.

Assessment Tools

A number of assessment tools are in place so that students can build upon their knowledge and understanding. These tools help them know the focus of an assignment and to clarify each task and its success criteria.

Assessment strategies help us answer the question, "How will we know what we have learned?" The range of approaches selected provides a balanced view of the student.

Anecdotal records: Brief, written notes based on observations of students. These records are systematically compiled and organized and are used as evidence of student learning.

Approaches to Learning skills assessment: Evaluations of students' research, thinking, communication, self-management and social skills. The focus is on the process and skill application rather than on the product. These skills are regularly observed and recorded in real contexts.

Benchmarks/Exemplars: Samples of student work that serve as concrete standards against which other samples can be compared and judged. Benchmarks/Exemplars can be used with rubrics or continuums. Benchmarks should be appropriate and usable within a particular school context.

Checklists: Lists of information, activities, data, attributes, or elements that should be present in the task delivered by the student.

Class assignments: Evaluations of students' learning that allow teachers to track student progress and achievement in order to provide individualized growth development towards goals.

Continuums: Visual representations of developmental stages of learning. They show a progression of achievement or identify where a child is in their learning process.

MAP: MAP Growth measures what students know and informs what they're ready to learn next. By dynamically adjusting to each student's responses, MAP Growth creates a personalized assessment experience that accurately measures each student's performance. The Measure of Academic Progress (MAP) assessment will be completed by all students in Grades 1-5 three times each year - Fall (beginning

of year), Winter (mid year), and Spring (end of year). Students will complete MAP assessments that measure achievement and progress in Reading, Language (writing & conventions) and Mathematics.

Observations: All students are observed regularly with a focus on the individual, the group, and/or the whole class.

Open-ended assessments: Students are presented with a challenge and asked to provide an original response.

Performance based assessment: Students are presented with a task or real-life challenge that requires the use of a repertoire of knowledge and skills to accomplish a goal. This type of assessment entails the thoughtful application of knowledge and understanding, has an identified purpose or audience, an established criterion and requires the development of an authentic product or performance.

Rubrics/Task specific clarifications: Established sets of criteria used for grading student's tests, portfolios or performances. The descriptors tell the student and the assessor what characteristics or signs to look for in the work and then how to rate that work on a predetermined scale. Rubrics/task specific clarifications can be developed by students as well as by teachers.

Test/exam results: Scores that provide data to allow teachers to identify students' specific knowledge and understanding; track student progress and achievement; better support students' further learning; give a final analysis of the student's learning to inform; and evaluate, plan and develop the curriculum. These tools provide an overview of knowledge gained over a set period of time. Both internal and external tests are used, e.g. MAP, WIDA, running records, eAssessments, DP Exams, etc.

*Grade level teachers use common assessment types, tools and strategies within the same area of learning

Documenting and Reporting Learning

QAD Primary Assessment Procedures

An essential element in the PYP is assessment as a tool to guide instruction in a positive and meaningful manner. Each unit begins with an initial assessment to gauge students' prior knowledge and skills. The teaching and learning cycle utilizes relevant and authentic information derived from a wide range of formative assessments. Students are taught to be competent at self-assessment and their reflections are an integral part of their learning process. At the end of the units, students are asked to reflect on their experiences and make contributions to their portfolios.

Primary Assessment Criteria

This is the PYP assessment criteria used for developmental stages:

Level	Description
Emerging	Demonstrates a deep, secure understanding of the PYP elements in the standard
Developing	Demonstrates a competent understanding of the PYP elements included in the standard
Proficient	Demonstrates a beginning understanding of the PYP elements included in the standard

Exceeds	Does not yet demonstrate an understanding of the PYP elements included in the standard
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Reporting to Parents

Students and teachers make agreements on keeping record of assessments to document student academic performance, learning goals, questions reflection and evidence of learning using various formats, such as:

Written Report Cards in the PYP (Early Years)

Written reports go out to parents three times a year in a narrative format. The first two are progress reports, and the final report is a summative, which includes a summary of learning. The first report card focuses on the social-emotional wellbeing of the child as they settle into a new school year. The other two report cards are focused more on academic progress of the child, including feedback on numeracy, literacy, science, and inquiry. The reports inform the goal setting conference, which happens around the time the reports are released.

Written Report Cards in the PYP (KG-5)

The purpose of the written report card is to communicate student achievement, effort, and progress as IB Learners. QAD teachers write three report cards throughout the year. They include summative information using the assessment criteria levels in English, Mathematics, Unit of Inquiry, Arabic, Islamic, Qatar History, Cultural Studies, PE, Music, Visual Art, and Digital Technology. Each subject area will include a comment to share each student's strengths, weaknesses, and next steps. These comments are intended to provide brief factual information to support the parents' understanding of their child's achievement. Comments are written in the language of instruction for each core subject.

Effort and behaviour are graded on the same 3 point scale. The grading for effort is based on professional judgement and dialogue within each grade-level team is important for establishing consistent standards of expectation. These standards include a child's progress towards the attributes of the Learner Profile. Grading of student effort as 'needs improvement' should be supported by evidence, including prior parent contact.

Effort Code	Descriptor
3	Excellent / ممتاز
2	Meets expectations / مقبول
1	Needs improvement / يحتاج تطوير

MAP Data

During conference times, MAP Family Reports are shared with parents in a one-on-one meeting. MAP assessments support teachers in differentiating instruction for their students and to identify any achievement and progress trends/gaps.

Digital Portfolio

The purpose of our student portfolios utilizing SeeSaw is to help students reflect on their learning, to show growth over time and to show development of the whole child both inside and outside of the Program of Inquiry in all subject areas. The portfolio is student-driven and allows all those involved in the learning process (student, teachers, families) to see a true picture of the child. It may also serve to help the teacher reflect, assess and teach.

Co-creating Learning Goals with Students

The purpose is to implement student agency and help students see that they take ownership of their learning. Learners should develop skills in monitoring and adjusting their own goals. Working toward goals they have set themselves is more purposeful and meaningful. Students are usually more motivated to self-regulate their own learning. Students co-create learning goals throughout the school year and record them in their digital portfolio.

Conferences

Throughout the year, QAD teachers have three distinct types of conferences involving the student, parent, and the teacher.

- Goal Setting 3-Way Conferences - students discuss their learning and understanding with their parents and teacher, who are responsible for supporting the student through this process.
- Parent - Teacher Conference - a face-to-face meeting between one teacher and one or both parents (or guardians) of a student.
- Student-Led Conference/Portfolio Sharing - the students are responsible for leading the conference, and also take responsibility for their learning by sharing the process with their parents.

Grade 5 PYP Exhibition

Takes place in spring. Students engage in an in-depth, collaborative inquiry. They synthesize and apply their learning of previous years and reflect upon their journey through the PYP. The purpose of the exhibition is to unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP.

Exhibition Rubric:

	Emerging	Developing	Proficient	Exceeds
Inquiry Process				
Knowledge: Information/Resources used I collected and used relevant information from a variety of primary and secondary sources. Resources for the exhibition are compiled in a bibliography.	I collected a few sources of information and resources. I did not use any primary source data, or most of the resources do not support my exhibition issue. I have a bibliography but many parts are missing.	I collected a limited amount of useful information from primary and secondary resources. I have a bibliography but some parts are missing.	I collected and used a good amount of relevant information from primary and secondary Resources. I have a bibliography with most parts included.	My exhibition contains excellent and relevant information and resources from a wide variety of appropriate primary and secondary sources. I have a bibliography with all parts included.
Action: The action I chose to take addressed my issue, was a result of my research, was both realistic and achievable and is sustainable.	There was only ever one solution to the problem. It was not put into action.	One realistic solution was chosen from several possible ones but has not been put into action.	The chosen solution was either realistic or sustainable and has been put into action.	The chosen solution was both realistic and sustainable and has been put into action.
Conceptual Understanding				
Concepts: Understanding the issue I now know more about my issue than at the start of the exhibition. I can support my findings with newly found evidence from answering key questions.	I know and understand only a little bit more about my issue. My answers to key questions are largely based on what I already knew.	I know and understand some more about my issue. Most of my answers to key questions are supported with newly collected evidence. However, I missed opportunities to analyse my issue further.	I know and understand a considerable amount more about my issue. My answers to key questions mostly all came from newly collected information. Most opportunities to analyse my issue further were taken.	I clearly now know and understand a significant amount more about my issue. My answers to key questions all came from newly collected information. Any opportunity to analyse my issue further was taken.

Approaches to Learning Skills				
Assess all ATL Skills (See below for breakdown)	I demonstrate only one skill and accompanying sub-skills	I demonstrate two-three sets of skills and accompanying sub-skills	I demonstrate mostly all skills and some accompanying sub-skills	I demonstrate all skills and all accompanying sub-skills.
<i>Assess the group by marking a (✓) in the skill breakdown below and collate their assessment above in the overall ATL skills</i>				
Thinking Skills Critical Thinking Skills, Creative Thinking Skills, Transfer Skills, Reflection/Metacognition Skills	Starting to demonstrate this skill and accompanying sub-skills	Sometimes demonstrates this skill and accompanying sub-skills	Mostly demonstrates this skill and accompanying sub-skills	Always demonstrates this skill and accompanying sub-skills
Research Skills Information-Literacy Skills, Media-Literacy Skills, Ethical use of media/information	Starting to demonstrate this skill and accompanying sub-skills	Sometimes demonstrates this skill and accompanying sub-skills	Mostly demonstrates this skill and accompanying sub-skills	Always demonstrates this skill and accompanying sub-skills
Communication Skills Exchanging Information Skills, Literacy Skills, ICT Skills	Starting to demonstrate this skill and accompanying sub-skills	Sometimes demonstrates this skill and accompanying sub-skills	Mostly demonstrates this skill and accompanying sub-skills	Always demonstrates this skill and accompanying sub-skills
Social Skills Developing Positive Interpersonal Relationships and Collaboration Skills, Developing Social-emotional Intelligence	Starting to demonstrate this skill and accompanying sub-skills	Sometimes demonstrates this skill and accompanying sub-skills	Mostly demonstrates this skill and accompanying sub-skills	Always demonstrates this skill and accompanying sub-skills
Self-Management Skills Organization Skills, States of Mind	Starting to demonstrate this skill and accompanying sub-skills	Sometimes demonstrates this skill and accompanying sub-skills	Mostly demonstrates this skill and accompanying sub-skills	Always demonstrates this skill and accompanying sub-skills

Online Data Management Systems

Systems such as Seesaw, Reading A-Z, IXL, and Nearpod are used to record and manage student assessment data.

*A more detailed overview of the assessment practices in the primary can be found in the 'Teaching and Learning Handbook'.

Early Years and Preschool Learning Stories

In the early years, teachers document the children's learning through learning stories. These stories are written and evaluated using the "Learning Story Framework," which is: notice, recognize, respond, record, revisit, reflect. Learning stories are written as, "*Narratives that document an instance when the learner shows knowledge, conceptual understandings or skills*" (From *Principles into Practice, Assessment, 2019*). A learning story is usually focused on a specific learning moment but it may also be a snapshot of a child's activities over a specific amount of time (e.g. 10 minutes).

PYP Subject Scope & Sequence learning outcomes and AERO standards are matched up to the learning story to try to explain what the child may have learned. Teachers add their interpretation of the child's Learner Profile attributes and Approaches to Learning skills towards learning. There are three assessment checkpoints during the year where a child is evaluated on a continuum of learning in the following subjects: language, phonological awareness, math, and social-emotional continuum.

The Learning Story generally is formulated by the adult to highlight what the child can do and is doing rather than what they can't do. Therefore, learning stories become a formative assessment in the Early Years that help inform teachers and parents about the ongoing learning. Learning stories are documented in the child's portfolio, which are reflected upon an on-going basis. Parents are invited towards the end of the school year to reflect and celebrate their child's learning journey through portfolio sharing.

QAD Senior School Assessment Procedures

Assessment practices: formative and summative consistent with IB expectations

The IB programmes encourage and expect internal assessment that includes strategies and tools that are designed, developed and applied by teachers for their students. Internal summative and formative assessment practices are closely linked, and teachers must use their knowledge of IB assessment expectations and practices to help students improve through consistent, timely and meaningful practices and feedback.

Formative

In the IB programmes, teachers are encouraged to monitor students' developing understanding and abilities throughout the programme. Through effective assessment, teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. Student self and peer assessment can be important elements of formative assessment plans.

Effective implementation of formative assessments includes the following:

- Formative assessments support learning before summative assessments are set.
- Feedback is constructive and guides students' effort to improve in relation to the objectives.
- Records of formative assessments are added on PowerSchool, kept by teachers and made available upon request by parents, students and administration.

Summative

Summative assessments are designed to provide evidence for evaluating student achievement using required DP and MYP subject specific assessment criteria.

Effective implementation of summative assessments are as follows:

- Students are clearly informed on how to reach different levels of achievement for each assessment.
- All summative assessment grades are made available on QAD's current electronic reporting system in a timely manner.
- Following summative assessments, students are given the opportunity to review, reflect and continue learning from their completed assessment.

- MYP specific: All criteria, including all strands need to be addressed AT LEAST TWICE in each academic year per subject group.

Frequency of Assessment

At QAD, we recognise that the purpose of assessment is to guide and inform teachers, students and parents about student progress and next learning steps. To this end, students should only be asked to perform and/or submit a reasonable amount of assessment tasks on any given day (where possible this should be limited to two per day). In the MYP, assessment tasks can be seen in many formats but are broadly defined as summative tasks, that are assessed using subject criteria for performances of understanding and that form part of the semester or end of year grade. For the DP, assessment tasks are predominantly in the form of an exam or internal assessment that take a variety of forms depending on the nature of the subject.

It is the teacher's responsibility to ensure that any such task is on the grade level assessment calendar in a timely manner, but at least two weeks before the task is to be completed. The lead teachers are responsible for monitoring these calendars.

Recording and reporting

All teachers at QAD are expected to record all summative assessments in PowerSchool (the school's student management system). Reporting takes place four times over the course of the academic year, following the following pattern.

- Quarter 1 - this is a progress report.
- Semester 1 - this is a comprehensive report, including all subjects academic achievement and ATL.
- Quarter 2 - this is a progress report.
- End of year for MYP - this report is comprehensive and focuses on the whole year.
- Semester 2 for DP1 students - this is a comprehensive report, including all subjects academic achievement and ATL.
- Semester 2 for DP2 students - includes all subjects academic achievement and ATL only as part of their final transcript.

Conferences - Throughout the year, QAD teachers have three distinct types of conferences involving the student, parent and the teacher.

- Three way Conference - a face-to-face meeting between subject teachers, students and one or both parents (or guardians). They take place in Quarter 1 & Quarter 3.
- Student-Led Conference/Portfolio Sharing for MYP years 1-5 - the students are responsible for leading the conference, and also take responsibility for their learning by sharing the process with their parents.

Grade 12 follows a different timeline, reflecting the earlier finish of the academic year due to the official DP examinations. In addition to the above, Grade 12 students receive a summative report, following Ministry of Education guidelines.

Assessment Expectations

At QAD, we recognise that learning is a partnership between school, students and parents. As such, all stakeholders have clearly identified expectations to ensure clarity, transparency and maximum support for student learning. There is a process outlined in Appendix 1 which details QAD's procedure for dealing with late assignments.

Lead teacher and teachers are responsible for:

- Ensuring that assessments are integral to the learning process.
- Ensuring that prior to the learning, students know what they are being assessed upon and how they are going to be assessed (task specific clarifications)
- Ensuring that assessments are aligned to the subject group objectives and provide evidence of student understanding through authentic performances of understanding (not simply the recall of factual knowledge).
- Providing opportunities for self and peer assessment.
- Designing appropriate assessment tasks that allow students the opportunity to reach the highest levels of attainment.
- Ensuring that students are clear as to how they will be graded against subject specific criteria.
- Ensuring that students have sufficient time to complete tasks.
- Using the data from the assessment tasks to adjust instruction.
- Giving students adequate opportunity to show achievement and improvement in each criterion throughout the academic year.
- Following the school's academic policies.
- Collaborating to design and assess common assessments using standardised feedback
- Ensuring that summative assessments are graded, standardised and returned in a timely manner.
- Grades have been entered into the electronic gradebook on PowerSchool.
- Constructive feedback has been communicated.

Students are responsible for:

- Setting appropriate, specific and achievable personal goals for each subject that are tied to specific criteria.
- Setting appropriate, specific and achievable goals for a semester that are grounded in subject specific objectives or ATL skills.
- Monitoring their own progress using peer and teacher feedback to formative assessments and regularly reflecting on their personal goals.
- Acting upon summative assessment feedback in order to achieve and revise their goals.
- Being proactive in seeking assistance (asking questions of peers, seeking clarifications from teachers and requesting additional assistance and/or guidance).
- Being familiar with, and adhering to, the school's academic integrity policy.
- Submitting all formative and summative assessments on time.
- Maintaining a positive attitude toward learning.

Parents are responsible for:

- Supporting the school in developing their child to be a self-directed, lifelong learner.
- Attending school meetings/conferences.
- Keeping up to date with school communications.
- Familiarising themselves with the MYP/DP assessment procedures and criteria.
- Ensuring that their child completes their homework appropriately, on time and to the best of their ability.
- Regularly monitoring their child's progress through the school's online reporting system.
- Review and sign their child's official reports.
- Ensuring that they and their child are familiar with the school's academic integrity policy and its consequences.
- Ensuring that their child adheres to the school's academic integrity policy.
- Supporting the school in enforcing the academic integrity policy.

Assessment in the Middle Years Programme (MYP)

In the MYP, a criterion-related approach is used by all teachers. This “**criteria-related**” approach represents a philosophy of assessment that is neither “norm-referenced” (where students must be compared to each other and to an expected distribution of achievement) nor “criterion-referenced” (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level).

Criterion related approach is when teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent. Across a variety of assessment tasks (authentic performances of understanding), teachers use descriptors to identify students’ achievement levels against established assessment criteria. MYP internal (school-based) assessment uses a “best-fit” approach in which teachers work together to establish common standards against which they evaluate each student’s achievement holistically.

(For further information, please consult [“From Principles into Practice”](#) for the MYP, page 82 onwards.)

MYP eAssessment

In Grade 10 all students are registered for the MYP eAssessment which is a combination of ePortfolio work, onscreen examinations and the Personal Project.

Clarifying the best-fit approach

The ‘best-fit approach does not require students to meet every strand of every criterion in order to be awarded a specific achievement level (unlike the criterion-referenced approach). Teachers are expected to use their professional judgment to develop and apply shared understandings of ‘what good looks like’ and to engage in regular standardisation as a means to ensure a common approach to the application of the assessment criteria.

When applying the assessment criteria to student performance, the teacher should start with the lowest descriptor (dealing with one strand at the time) and continue until the teacher arrives at a descriptor that no longer describes the student work. This process is to be repeated for each assessed strand, observing patterns of achievement across levels against the relevant strands.

If most or all descriptors of the student’s work lie within the same achievement level, make a holistic judgment about whether the student’s work demonstrates the qualities described in that band to a greater extent (awarding the higher level) or to a lesser extent (awarding the lower level).

If the descriptors are distributed across multiple achievement levels, teachers use their professional judgment to select the level that, overall, best describes the student’s achievement. Teachers need to bear in mind that students do not need to demonstrate that every relevant strand of the criterion describes their work, to be awarded an achievement level in that band.

Determination of Grades

Teachers need to remember that any criterion level that is reported as a number, is only a symbol for the descriptor. If a grade team, or individual teacher is in doubt about the final level, they should always go back to the narrative and find the “best fit”. Teachers determine an overall judgment for each of the subject-specific criteria by doing the following:

Long-term development: Many criterion judgments are related to skills that the student will develop over the course of the school year, or even over several years. Examples include the ability to write an organized essay, converse in a new language, or conduct a math investigation. To make a final judgment in such cases, the teacher needs to determine a holistic picture of the student’s achievement by considering his/her performance in this criterion throughout the school year.

In order to determine the **final level** the following questions should be asked:

- What does the **most recent evidence** tell us about the student’s level of achievement
- What is the “**best sustained achievement**” in that criterion since the beginning of the year or course?
- In your best **professional judgment** which grade level descriptor **best fits** the student achievement in this criterion at this time?

Examples:

	A	A	A	Final Level awarded	Rationale
Student A:	3	4	3	Final level: 3	Best sustained + Most recent evidence
Student: B	2	5	5	Final level: 5	First mark is ignored as the student has developed a greater understanding.
Student C:	5	5	3	Final level: 5	Best sustained overrides most recent.

The teacher always knows more about the student’s achievement than any set of numbers can capture. Teachers know which judgments are most accurate and complete, and should use this information in making final judgments.

Once a final achievement level per criterion has been decided for a reporting period, the final grade will be calculated using the published MYP Grade boundaries, **which are final and must not be overridden** (see Appendix 2)

Standardization in MYP & DP

Assessment Standardization

If more than one teacher is involved in one subject for a single year group the teachers involved must ensure that standardization of internal assessment is carried out to provide a common system for the application of the assessment criteria to each student. Standardization of assessment is best achieved through these methods:

- the use of common assessment tasks
- shared assessment between the teachers involved
- regular contact between the teachers. There are different ways to standardize assessments. When standardizing grades, each teacher should select at least four samples of an assessment task from each grade level.

The samples should be chosen from three different levels:

- One comparatively good
- Two average
- One comparatively weak

After completing the initial standardisation, teachers individually grade the assessments. The teachers should indicate the level achieved and write in the comments space why such a level was achieved. Next, the teachers review samples and grade together. The teachers must come to a consensus on the final grade. If the teachers are unable to resolve any discrepancies, the Lead teacher makes a final decision that is binding to all concerned and must be applied to all student work. The goal of standardization is a shared understanding of programme criteria, including MYP and DP.

Assessment in the Diploma Programme (DP)

In the DP, all subjects have a combination of internal assessment (samples of which are sent for external moderation) and externally set and assessed examinations. All assessment tasks used are in line with the descriptors published by the IB for each subject. Students are exposed to a variety of tasks to provide ample and authentic opportunity to show their learning, in line with IB expectations and as published in the individual subject guides.

A common set of grade boundaries across all departments is used to determine grades for reporting purposes. These grade boundaries are reviewed and set annually based on the data of the previous five DP examination sessions and agreed upon by a team including the lead teachers and the DP coordinator. (Please see Appendix 3 for the current grade boundaries)

[DP Grade Descriptors](#)

QAD High School Diploma

A minimum of 24 points, based on our internal grading scale (see appendix) is required to graduate QAD. This is based on semester grades achieved in DP1 and DP2. It is essential to understand that semester grades are awarded based on student achievement over the course of each semester. The purpose of these grades is to determine the awarding of the QAD High School Diploma and for transcripts. These grades are not predictive grades as to exam performance in the final May examinations.

Professional Development

Qatar Academy Doha actively supports teachers' professional development through access to a range of in-school and external professional development opportunities. This is ongoing and available to teachers of all programmes. Professional development is designed to enhance teachers' knowledge and understanding of assessment overall, including courses on programme specific aspects "Managing assessment in the MYP" (subject specific) or looking at internal assessments in the DP or the Extended Essay.

Appendices

Appendix 1: Late submission of assessments

Assessments which are not submitted by the due date will be considered in the following manner:

a. Legitimate Reasons: This is defined by QAD policy as observance of recognized religious holidays, illness, or family emergencies, deemed acceptable by the Principal. Students have one week from the due date (or return of the student if he/she is out for a lengthy period of time) to complete the work. However, a parent note and/or a doctor's note which clearly states the reason for the absence needs to be provided. Non-submission results in the activation of the 'Not legitimate Reasons' procedure.

b. Not Legitimate Reasons:

Submission dates for all assessments are to be found on the assessment calendar, at least 2 weeks before the due date.

In-Class Assessments *including tests* (Assessments completed during class time in 1 or more lessons)

- All students must submit work by the due date, irrespective of completion. Physical absence does not qualify as an excuse for non-submission *unless covered by the legitimate reasons stated above.*

Out of Class Assessments

- It is expected that all students hand in assessments on time.
- All students are expected to submit work by this date.
- Teachers communicate all non-submitted work to parents within one working day of the submission date.

Requesting extensions

When entering the Senior School, Grade 6 students automatically receive an extra week to submit the work. However, this stops at the end of Semester 1. There will be a transition period towards the end of Semester

From Grade 6 Semester 2 onwards, students who need an extension must ask for it ahead of the submission date.

QAD accepts that extenuating circumstances can arise. Should a student be unable to hand in an assignment s/he may be granted an extension by the teacher, provided that s/he has followed the procedure below:

- An extension will only be granted if the request has been made in person prior to the deadline in a timely manner.
- There needs to be reasonable grounds for asking for an extension.

If **work is not submitted** the teacher notes 'missing' on PowerSchool.

Marking late work

Once the deadline has passed, the teacher assesses the work that is available to them. In the unlikely event that there is no relevant work available for marking, a '0' is recorded. The 'missing' on PowerSchool is replaced with the new grade and an L for Late is added. **Teachers should keep records of the formative judgements and evidence. This could be used if summative work is not completed.**

However, students will receive a grade of 0 for not meeting the deadlines for externally assessed components such as E portfolio in MYP year 5 and coursework/internal assessment in DP.

Students who do not submit the work for externally assessed components will fail to receive MYP certificate of achievement or DP certificate.

Repeated failure to submit work on time is followed up by the grade level leader and the counselor as appropriate. Students may be placed on an academic report to monitor and aid their progress. In chronic cases, parents will be seen by a grade level leader and/or an administrator. Ongoing academic concerns may result in a student being ineligible to take part in extracurricular activities - please consult -

[MYP Pre-Arranged Absence Assignment Contract](#)

[DP Pre-Arranged Absence Assignment Contract](#)

Handing in late work **does not** have an impact on the grade awarded. However, it should have an impact on and be reflected in the student's ATL grade.

Please note: Contentious issues or exceptional cases will be passed on to the responsible grade level leader and if necessary escalated up to the appropriate administrator.

Appendix 2:

Official MYP Grade Boundaries for all eight subject groups:

Grade	Boundary Guidelines
1	1 – 5
2	6 - 9
3	10 - 14
4	15 – 18
5	19 – 23
6	24 – 27
7	28 - 32

Optional boundaries for the Interdisciplinary units

Grade	Boundary guidelines
1	1-3
2	4-6
3	7-10
4	11-13
5	14-17
6	18-20
7	21-24

Appendix 3:**QAD DP grade boundaries for the academic year 2021-2022:**

Grade	% Required
7	80 - 100
6	65 - 79
5	55 - 64
4	41 - 54
3	30 - 40
2	16 - 29
1	0 - 15

[Subject Assessment Breakdown](#)[Class of 2022 IA Planner](#)

Appendix 4: ATL matrix

Self Management: organisation, affective & reflection skills

Level	Descriptor
Below Expectations (BE)	<ul style="list-style-type: none"> ● Rarely on time ● Rarely brings necessary equipment and supplies to class ● Rarely organises information files/notebooks in a logical manner ● Rarely makes effective use of time ● Rarely considers personal learning strategies to become more effective and efficient learner ● Rarely reflects on strengths and weaknesses / or engages in self assessment
Approaching Expectations (AE)	<ul style="list-style-type: none"> ● Sometimes on time ● Sometimes brings necessary equipment and supplies to class ● Sometimes organises information files/notebooks in a logical manner ● Sometimes makes effective use of time ● Sometimes considers personal learning strategies to become more effective and efficient learner ● Sometimes reflects on strengths and weaknesses / or engages in self assessment
Meeting Expectations (ME)	<ul style="list-style-type: none"> ● Mostly on time ● Mostly brings necessary equipment and supplies to class ● Mostly organises information files/notebooks in a logical manner ● Mostly makes effective use of time ● Mostly considers personal learning strategies to become more effective and efficient learner ● Mostly reflects on strengths and weaknesses / or engages in self assessment
Exceeding Expectations (EE)	<ul style="list-style-type: none"> ● Always on time ● Always brings necessary equipment and supplies to class ● Always organises information files/notebooks in a logical manner ● Always makes effective use of time ● Always considers personal learning strategies to become more effective and efficient learner ● Always reflects on strengths and weaknesses / or engages in self assessment

Communication: Communication skills

Level	Descriptor
Below Expectations (BE)	<ul style="list-style-type: none"> ● Rarely collaborates with peers and experts using a variety of media ● Rarely uses appropriate forms of media to communicate with a range of audience ● Rarely takes effective notes in class ● Rarely uses a variety of organisers for academic writing tasks
Approaching Expectations (AE)	<ul style="list-style-type: none"> ● Sometimes collaborates with peers and experts using a variety of media ● Sometimes uses appropriate forms of media to communicate with a range of audience ● Sometimes takes effective notes in class ● Sometimes uses a variety of organisers for academic writing tasks
Meeting Expectations (ME)	<ul style="list-style-type: none"> ● Mostly collaborates with peers and experts using a variety of media ● Mostly uses appropriate forms of media to communicate with a range of audience ● Mostly takes effective notes in class ● Mostly uses a variety of organisers for academic writing tasks
Exceeding Expectations (EE)	<ul style="list-style-type: none"> ● Always collaborates with peers and experts using a variety of media ● Always uses appropriate forms of media to communicate with a range of audience ● Always takes effective notes in class ● Always uses a variety of organisers for academic writing tasks

Thinking: Critical, Creative and Transfer skills

Level	Descriptor
Below Expectations (BE)	<ul style="list-style-type: none"> ● Rarely gathers and organises relevant information to recognize problems ● Rarely interprets data ● Rarely uses brainstorming and visual diagrams to generate new ideas and inquiries ● Rarely creates novel solutions to authentic problems ● Rarely uses effective learning strategies in subject groups and disciplines ● Rarely applies skills and knowledge in unfamiliar situations
Approaching Expectations (AE)	<ul style="list-style-type: none"> ● Sometimes gathers and organises relevant information to recognize problems ● Sometimes interprets data ● Sometimes uses brainstorming and visual diagrams to generate new ideas and inquiries ● Sometimes creates novel solutions to authentic problems

	<ul style="list-style-type: none"> • Sometimes uses effective learning strategies in subject groups and disciplines • Sometimes applies skills and knowledge in unfamiliar situations
Meeting Expectations (ME)	<ul style="list-style-type: none"> • Mostly gathers and organises relevant information to recognize problems • Mostly interprets data • Mostly uses brainstorming and visual diagrams to generate new ideas and inquiries • Mostly creates novel solutions to authentic problems • Mostly uses effective learning strategies in subject groups and disciplines • Mostly applies skills and knowledge in unfamiliar situations
Exceeding Expectations (EE)	<ul style="list-style-type: none"> • Always gathers and organises relevant information to recognize problems • Always interprets data • Always uses brainstorming and visual diagrams to generate new ideas and inquiries • Always creates novel solutions to authentic problems • Always uses effective learning strategies in subject groups and disciplines • Always applies skills and knowledge in unfamiliar situations

Social : Collaboration skills

Level	Descriptor
Below Expectations (BE)	<ul style="list-style-type: none"> • Rarely takes responsibility for one's own actions • Rarely manages and resolves conflicts and work collaboratively in teams • Rarely listens to others perspectives and ideas / rarely builds consensus
Approaching Expectations (AE)	<ul style="list-style-type: none"> • Sometimes takes responsibility for one's own actions • Sometimes manages and resolves conflicts and work collaboratively in teams • Sometimes listens to others perspectives and ideas / sometimes builds consensus
Meeting Expectations (ME)	<ul style="list-style-type: none"> • Mostly takes responsibility for one's own actions • Mostly manages and resolves conflicts and work collaboratively in teams • Mostly listens to others perspectives and ideas / mostly builds consensus
Exceeding Expectations (E)	<ul style="list-style-type: none"> • Always takes responsibility for one's own actions • Always manages and resolves conflicts and work collaboratively in teams • Always listens to others perspectives and ideas / always builds consensus

Research: Information and Media literacy skills

Level	Descriptor
Below Expectations (BE)	<ul style="list-style-type: none"> ● Rarely collects, records and verifies information ● Rarely makes connections between various sources of information ● Rarely collects and analyses data to identify solutions and make informed decisions ● Rarely demonstrates awareness of media interpretations of events and ideas (including digital social media) ● Rarely seeks a range of perspectives from multiple and varied sources
Approaching Expectations (AE)	<ul style="list-style-type: none"> ● Sometimes collects, records and verifies information ● Sometimes makes connections between various sources of information ● Sometimes collects and analyses data to identify solutions and make informed decisions ● Sometimes demonstrates awareness of media interpretations of events and ideas (including digital social media) ● Sometimes seeks a range of perspectives from multiple and varied sources
Meeting Expectations (ME)	<ul style="list-style-type: none"> ● Mostly collects, records and verifies information ● Mostly makes connections between various sources of information ● Mostly collects and analyses data to identify solutions and make informed decisions ● Mostly demonstrates awareness of media interpretations of events and ideas (including digital social media) ● Mostly seeks a range of perspectives from multiple and varied sources
Exceeding Expectations (EE)	<ul style="list-style-type: none"> ● Always collects, records and verifies information ● Always makes connections between various sources of information ● Always collects and analyses data to identify solutions and make informed decisions ● Always demonstrates awareness of media interpretations of events and ideas (including digital social media) ● Always seeks a range of perspectives from multiple and varied sources

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Policy Review

Review – Pedagogical Leadership Team (June 2020)

Review – Leads and faculty (October 2021)

This policy shall be reviewed on a 2-year cycle, at the end of academic year _____