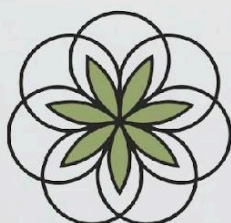




# OPIS Assessment Policy and Guidelines



**OURPLANET**  
International School Muscat

## IB Learner Profile Attributes

Ourplanet International School Muscat (OPIS) is committed to support a system of guiding principles that will be used to arrive at a clear and accurate grading and reporting policy and procedures. We strive to prepare our students to be:

**Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal wellbeing for themselves and others.

**Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development (IB Learner Profile, IB)

## OPIS Assessment Philosophy

OPIS' approach to assessment recognises the importance of assessing the process of inquiry-based instruction as well as the products resulting from inquiry-based instruction. Students and teachers are actively engaged in assessing the students' progress as part of the development of their wider critical thinking and self-assessment skills. The assessment component of the school's instructional programme can itself be subdivided into three closely related areas:

- Assessing- how we discover what the students know and have learned
- Recording- how we choose to collect and analyse data
- Reporting- how we choose to communicate information

To fulfil these expectations, the assessment and reporting procedures must:

- Support and encourage student learning by providing timely and descriptive feedback on the learner outcomes and processes
- Promote positive student attitudes about learning
- Promote a deep understanding of subject content and concepts by supporting in their inquiries set in real-world contexts
- Promote the development of higher-order cognitive skills focused on rigorous academic content standards and evidence outcomes
- Be honest, fair, transparent, credible, useful and user friendly
- Reflect consistency within and among courses, grade levels, departments, and/or schools
- Communicate information in a clear and timely manner
- Reflect high expectations of all students across all courses and programmes
- Support the holistic nature of developmentally appropriate teaching and learning for all students
- Communicate student progress in developing as an internationally-minded citizen
- Be based on quality assessments that meet standards and provide clear descriptions and achievement expectations
- Be based on the individual students' achievement as compared to standards (and not to other students)

At OPIS, we believe assessment is an integral part of all teaching and learning therefore, effective assessment practices motivate students, validate strengths and inform areas for improvement.

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### OPIS Primary Years Programme (PYP) Assessment Requirements

Assessing student progress is critical in the Primary Years Programme. Assessment allows teachers to discover what the students know and have learned. The primary objective of assessment in the PYP is to provide feedback on the learning process. Bruner (1986) states that students should receive feedback “not as a reward or punishment, but as information”. It is therefore also important to provide opportunities for students to respond to and act on the feedback they are provided.

Assessing, teaching and learning are directly linked and function purposefully together. Teachers need to select assessment strategies and design assessment instruments to reflect clearly the specific learning outcomes on which they intend to report. They need to employ a range of strategies for assessing student work that take into account the diverse, complicated and sophisticated ways that individual students learn.

Authentic assessment engages students and encourages them to take responsibility for their own learning. By ensuring that assessment and the reflection that goes with it is an integral part of the teaching and learning that happens in the classroom. Teachers create an environment where the student becomes a critical part in the assessment process. This in turn provides an opportunity for students to practise metacognitive skills. By taking a more active role in their own assessment, students must reflect on and analyse how they think and learn, making it possible for them to become not only self-assessors but also self-adjusters. Self-adjusters use the feedback they are given, to modify and improve not only the work they do but their understanding as well.

Assessment strategies and tools form the basis of a comprehensive approach to assessment and represent the school’s answer to the question, “How will we know what we have learned?” The strategies are the methods or approaches that teachers use when gathering information about a student’s learning. Teachers record this information using a variety of tools, which are the instruments used to collect data.

The assessment strategies and tools—rubrics, anecdotal records, checklists, anchor papers, continuums, portfolios of work—proposed by the PYP are designed to accommodate a variety of preferences and ways to learn. Where possible, they should provide effective means of recording students’ responses and performances in real-life situations that have genuine problems to solve. These authentic assessment strategies may be used in conjunction with other forms of assessment, such as standardised tests, in order to assess both student performance and the efficacy of the programme. NWEA MAP Growth is a standardised assessment that provides OPIS with the data that focuses on the current RIT score and percentile based on each student’s performance. This test is done thrice a year which helps teachers to work on the data provided by the projected progression.

## Assessment Grading Guide

Throughout the academic school year, multiple measures are collected as a ‘body of evidence’ to inform the final marks. However, some measurements are more comprehensive and provide a more valid and reliable measure of student achievement. These measurements are “weighted” in the final grade to provide greater accuracy in assessing student proficiency on the course academic standards. Throughout the year students will be continuously assessed through formative and summative assessments to ensure ongoing learning progress.

## Formative Assessment Guidance

Formative assessment is conducted when a student is still learning the material. It is an assessment that is designed to provide direction for both students and teachers. For the students, the adjustment may mean reviewing, additional practice, or confirmation that they are ready to move forward. For the teachers, it may mean changing instructional strategies, providing additional practice, or being ready to move forward based upon a teacher’s body of evidence at a point in time. Examples of formative assessments include observations, anecdotal notes, quizzes, drafts, peer editing, learning journals, ‘ticket out the door’ feedback.

Effective practice suggests that student performance is documented on a continuous basis through ongoing data collection. A typical ‘body of evidence’ includes a minimum of 3 - 4 formative assessments for every summative assessment. Formative assessment can be considered when determining the final grades when they are indicators of student progress. Formative assessment gives teachers information that allows them to address areas of needs for individual students before they take the summative tasks. In other words, the formative tasks prepare students to complete the summative task to the best of their ability. .

Additional characteristics of formative assessment include:

- Inform students and parents of progress and needs.
- Inform planning of instruction
- Formative assessment provides important opportunities for students to rehearse or refine performances of understanding as they prepare to complete summative assessment tasks
- Peer and self-assessment are valuable formative assessment strategies.



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## Summative Assessment Guidance

Summative assessment tasks are conducted when a student has had adequate instruction and practice to display their mastery of skills. It is designed to provide information to be used in making decisions about a student’s achievement level at a point in time, usually at the end of a unit of instruction. Summative assessments may include essays, exams, projects, performances, and open- ended performance tasks.

In standalone single subjects (English, Math, and Arabic), ongoing assessment data should be collected to inform grading at the end of each term. Within the PYP Programme of Inquiry, 1 summative assessment task with multiple components should be documented for each of the 4 - 6 units of inquiry.

- Summative tasks are used to assess subject specific learning outcomes as well as understanding of the central idea.
- Summative tasks should provide authentic opportunities for students to demonstrate content knowledge, conceptual understanding, subject specific and approaches to learning (ATL) skills
- Teachers should use a range of methods and approaches to gather information about student learning. They record this information using a variety of tools including:

Examples of Assessment Methods			
Formative and Summative		Performance Task	Guided/Independent Practice
Selected Response	Constructed Response	Product/Performance	Observation
Sample assessment tools: <ul style="list-style-type: none"> <li>● Daily Oral Language</li> <li>● Anecdotal notes</li> <li>● Multiple Choice</li> <li>● True/False</li> <li>● Matching</li> <li>● Spelling Test</li> <li>● Math Quiz</li> <li>● ‘Question of the Day’</li> </ul>	Sample assessment tools: <ul style="list-style-type: none"> <li>● Short answer</li> <li>● Writing Sample</li> <li>● Anecdotal Notes</li> <li>● Extended Essays</li> <li>● Research Paper</li> <li>● Sketch Book</li> <li>● Oral Report</li> <li>● Journal Reflections</li> </ul>	Sample assessment tools: <ul style="list-style-type: none"> <li>● Problem-solving Tasks</li> <li>● Real World Projects</li> <li>● Music/Drama Performance</li> <li>● Presentations</li> <li>● Music Performance</li> <li>● Speech/Debate</li> <li>● ICT Design Projects</li> <li>● Art Portfolio</li> </ul>	Sample assessment tools: <ul style="list-style-type: none"> <li>● Conferring/conferencing</li> <li>● Oral Question-response</li> <li>● Observation records</li> <li>● Homework</li> <li>● Classroom Work: Cooperative Group, Engaging Activities, Table Team Tasks, Academic Games</li> </ul>

## Students with Learning Support Needs

Students with additional learning needs have an Individualised Education Plan (IEP) which identifies accommodations or modifications that enables them to access the curriculum according to their learning needs. Teachers should refer to the IEP for identified strategies when tailoring assessments to measure the student’s abilities. Each case will be reviewed on an individual basis with the case responsible when determining final grades.

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## In-School Collaborative Grading Discussions

All staff should engage in collaborative dialogue and develop essential agreements as part of their scheduled collaborative planning time to clarify terms, discuss effective assessment practices to ensure school-wide inter-rater reliability. The focus of the discussions must cover student progress and attainment, fair assessment practices, the role of formative assessments, and communication to parents and students. The collaborative discussion must also have evidence of teacher moderation to ensure fair marking/ grading based on the assessed criteria. IB PYP Coordinator, EY Coordinator and the Head of Arabic Department are responsible for ensuring that assessments meet the expectations of rigour, depth of knowledge, and cognitive complexity.

## OPIS PYP Reporting Procedures

OPIS staff believe that effective assessment and reporting practices allow parents to:

- see evidence of student learning and development
- develop an understanding of the student's progress
- provide opportunities to support and celebrate student learning

Reporting on assessment is about communicating what students know, understand and can do. It describes the progress of the students' learning, and identifies areas for growth. Schools are required to report on each student's development according to the attributes of the learner profile.

While there are no specific formats required by IB for reports, the PYP reporting system must ensure that all teachers involved in the student's progress have an opportunity to comment and include information related to student attainment and progress on the following components:

1. The Learner Profile Attributes and Attitudes
2. Transdisciplinary Units of Inquiry Knowledge and subject-specific achievement;
3. Approaches to Learning Skills Development;
4. Conceptual Understanding; and
5. Actions that the students have taken to apply learning

## OPIS PYP Reporting Dates

Term	Date	Description
Term 1	December	<ul style="list-style-type: none"> <li>• Long report: OPIS grades, written comment for every subject (PYP and MoE subjects) stating progress made; areas to work on and next steps; commitment to learning.</li> <li>• 3 way conferences - Teacher, student, parents</li> </ul>
Term 2	April	<ul style="list-style-type: none"> <li>• Short report: OPIS grades for every subject (PYP and MoE subjects); overall written comment from Homeroom teachers, commitment to learning.</li> <li>• 3 way conferences - Teacher, student, parents</li> </ul>
Term 3	June	<ul style="list-style-type: none"> <li>• Long report: OPIS grades; written comment for every subject stating progress made, areas to work on in the following year; commitment to learning.</li> <li>• MoE grades entered in the Portal</li> </ul>

## Student Portfolio

### Purpose

Portfolios are a collection of student work that are designed to celebrate student learning through the PYP, showing the development of the whole child, successes, growth, higher order thinking, creativity and reflection, both within and outside of the Programme of Inquiry in all subject areas. Portfolios are used by students to communicate this development with parents at student-led conferences and with teachers and peers throughout the year. The portfolio is an exhibition of an active mind at work.

Portfolio content at each year level must include:

- Each selection relating to the UOI must include the transdisciplinary theme, central idea, lines of enquiry, length of the unit of inquiry and date.
- Student reflection on the unit of inquiry, including the knowledge and understanding gained and possible future investigations.
- The student's response to a chosen piece of work from the Unit of Inquiry.
- Evidence of student-initiated action (when/If it happens).
- Evidence of students as inquirers and producers of knowledge.
- PYP Learner Profile Reflections - one document per semester in consultation with the teacher.

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The student portfolio must include evidence of:

- Literacy development in both Arabic and English
- Writing development and skills in Arabic and English
- Mathematical thinking and skills
- Student learning in Art, Music, Personal, Social and Physical Education, Language Studies, Islamic studies and Omani social studies
- Goal setting (as identified at the end of each term)

## OPIS PYP Grading Scale and Descriptors

PYP students are assessed against specific learning outcomes provided by the IB Scope and Sequence for single subjects: Language, Mathematics, Science, Social Studies, Art, and Personal, Social and Physical Education. In Math, OPIS' written curriculum follows the NewZealand curriculum. In English Language, Social Studies and Science, OPIS' written curriculum follows the Ontario curriculum. These standards are in alignment with PYP Scope and Sequence. The phases of development are informed by the most up to date research on how children best learn and when they are expected to achieve key milestones in their development.

Subject	Phases of development	OPIS Grade Levels
Language	Phase 1	EY , EY2, Grade 1
	Phase 2	Grade 1, Grade 2
	Phase 3	Grade 3
	Phase 4	Grade 4, Grade 5
	Phase 5	Grade 5, Grade 6
Mathematics	Phase 1	EY1, EY2, Grade 1
	Phase 2	Grade 2, Grade 3
	Phase 3	Grade 4, Grade 5
	Phase 4	Grade 6
Social Studies, Science, Art, Physical Education	Phase 1	EY1, EY2
	Phase 2	Grade 1, Grade 2
	Phase 3	Grade 3, Grade 4
	Phase 4	Grade 5, Grade 6

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OPIS Reporting for Grades EY1 and EY2 on student progress is informed by the assessment of the different phases of development:

Achievement	Definition	Descriptor
Exceeding	Exceeding the expected outcomes for the yeargroup.	Student is working with learning outcomes in the phase above the one mapped for the current year level. **
Expected	Meeting the expected requirements for the year group.	Student shows evidence of achieving most of the learning outcomes in the phase mapped for the current year level, independently.
Emerging	Starting to meet the expected requirements of the year group.	Student shows evidence of achieving some of the learning outcomes in the phase mapped for the current year level, with some guidance.

OPIS Reporting for Grades 1-6 on student progress is informed by the assessment of the different phases of development:

Achievement	Percentage	Definition	Descriptor
E	100 % -90%	Exceeds expectations متجاوز للتوقعات	Student is working with learning outcomes in the phase above the one mapped for the current year level. **
M	75%-89%	Meets expectations موافق للتوقعات	Student shows evidence of achieving most of the learning outcomes in the phase mapped for the current year level, independently.
MS	60%-74%	Meets expectations with support يحقق التوقعات مع دعم	Student shows evidence of achieving the learning outcomes in the phase mapped for the current year level, with some guidance.
P	50%-59%	Progressing towards expectations يتقدم نحو تحقيق التوقعات	Students show evidence of meeting only a few of the learning outcomes in the phase

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			mapped for the current year level.
LP	Less than 50	Limited progress تقدم محدود	Students rarely demonstrate evidence of achieving most of the learning outcomes in the phase mapped for the year level.

### \*Note:

\*\* First term grades refer to the learning outcomes identified for the units taught at the time of reporting, as opposed to all the learning outcomes in a phase of development.

- For the EAL students or students who are on an Individual Educational Plan (IEP), the awarded grades must mention the phase of development the student is working on.
- Early Year (EY) students are not awarded grades; assessment and reporting is done through narratives and written feedback.
- The school has a Learning Support Department committed to guide teachers and parents in supporting students' social, emotional and academic development.
- From grade 2 onwards, students who are identified as in need of support on a specific subject area, will be on IDP and may be given support outside class and after school until they catch up with the curriculum.

## OPIS Promotion Policy

STUDENT ACADEMIC STATUS	ACTION
Students from EY1 to Grade 5 who are showing limited progress in all or most of the subjects' areas.	<p>Students will be promoted to the next grade level in OPIS as we are working on phases of development. Any students not meeting more than limited progress will be given support.</p> <p>Students with two consecutive years of limited progress in all or most of the subjects' areas will be considered for repeating the school year, depending on individual circumstances.</p> <p>Students with three consecutive years of limited progress in all or most of the subjects' areas will repeat the school year.</p>

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<p>Students from EY1 to Grade 5 who are showing limited progress just in Arabic or one of the Arabic MoE subjects.</p>	<p>School will start to provide IEPs in these subject areas starting in Grade 1, with the goal to have them meeting expectations for Grade 7.</p> <p>Students with two consecutive years of limited progress in Arabic or one of the Arabic MoE curriculums. will be considered for repeating the school year, depending on individual circumstances.</p> <p>Students with three consecutive years of limited progress in Arabic or one of the Arabic MoE subjects will repeat the school year.</p>
<p>Students who are in Grade 6 showing limited progress just in Arabic or one of the Arabic MoE subjects, or get less than 50% on the OPIS final exam, except those students who have exemption.</p>	<p>Students sit for an August retake assessment. If they fail to get 50%, the school will promote them to the next grade level but review their IEP based on their level. The student will be given a probation in Arabic or one of the Arabic MoE curriculums, and they will be informed that unless they pass the exam the following year, they will have to repeat Grade 7.</p>
<p>Students in Grade 7, 8, 9 or 10 who gain a score of '2' or less in 3 subjects.</p> <p>Students in Grade 7, 8, 9 or 10 in Arabic or one of the Arabic MoE subjects who do not gain a '2' in this subject, or get less than 50% on the OPIS final exam, but do not fall into the above group.</p>	<p>Students must repeat the academic year - all subjects.</p> <p>Special circumstances may be dealt with differently at the discretion of the OPIS.</p> <p>Students will be promoted to the next grade level in OPIS but will be given extra support in and outside the classroom.</p> <p>Students with two consecutive years of not attaining a '2' will repeat the school year, depending on individual circumstances.</p>
<p>Omani and Arab students who have failed one of the MoE subjects exams in Grade 10 or were awarded a final MYP grade of '2' or</p>	<p>Students will not be awarded a bilingual MYP certificate. However, if they have scored 3 and above in all other subjects, including English</p>

lower in that subject.	<p>Language and Literature, and one Language Acquisition they will be entitled to the MYP certificate.</p> <p>Students can retake OPIS exams for MoE subjects in August. If they score 50% and higher, students will continue onto the Diploma Programme. If students score 49% or lower, they will have to repeat grade 10.</p>
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## Ministry Exemptions

Omani and Arab students who are facing challenges in Arabic studies due to any physical, intellectual or developmental disability may be exempted from MoE. Parents may make a request to OPIS and MoE for the child to be exempted from studying Arabic as their first language or applying to study the Islamic Studies and the Omani Social Studies in English instead of Arabic. Parents have to submit all the supporting documents (e.g. medical reports).

The school can apply for the exemption under the MoE rules and regulations.

## OPIS IB Middle Years Programme

### Assessment, Grading and Reporting

Assessment in the Middle Years Programme at OPIS aims to support and encourage student learning by:

- providing timely and descriptive feedback on the learning process;
- informing, enhancing and improving the teaching process;
- promoting positive student attitudes towards learning by empowering them to monitor and reflect on their progress;
- promoting a deep understanding of subject content by supporting students in their inquiries set in real world contexts;
- promoting the development of higher order cognitive skills by providing opportunities for students to stretch themselves conceptually and take principled action;
- developing international mindedness in a variety of cultural and linguistic contexts;
- supporting whole student development by emphasising inclusion, and providing opportunities for students to develop skills needed to deal with familiar and unfamiliar situations.

## Final Achievement Level:

To determine the final achievement level in each of the criteria for each student, whether at the end of a marking period or the end of a year, teachers must gather sufficient evidence from a range of assessment tasks to enable them to make a professional and informed judgement. All units include summative tasks that are assessed according to one or more MYP criteria to ensure continuous assessment and feedback of students' performance against the MYP objectives. The planning of units and assessment tasks ensure all criteria have been included over time, providing balanced evidence that is sufficient for determining a final achievement level.

The judgments will reflect the teacher's professional opinion on the achievement level of each student in each of the criteria at the end of the marking period or year. In gathering the evidence for the judgement to be made, teachers will analyse the achievement levels of students over the course of the marking period or year, which represents their summative performance for that period, paying particular attention to patterns in the data (such as an increasing level of performance), consistency and mitigating circumstances.

### To determine best achievement level three criteria are used:

- give first priority to the most recent evidence
- give second priority to the most comprehensive evidence
- give third priority to the most important learning goals
  
- Scores must reflect a body of evidence: *A Body of Evidence* provides multiple opportunities for the student, in a variety of formats, over time, to demonstrate knowledge and skill.
- Scores cannot be impacted by work habits or learning behaviours, as this score reflects only what a student knows and is able to do. As a result, late/neat home/classwork cannot add/subtract value.
- Missing work should not impact the standard's score unless there is not enough evidence to accurately assess a student on a level of competence for the standard.

Averaging scores should not be used to determine final scores as it "does not accurately reflect a student's knowledge and skill improvement over time at the end of a grading period". The end of period or term score should accurately reflect the aggregation score for the acquisition of all skills, content and understanding.

## MYP Gradebook

OPIS' MYP gradebook is set up to be organised by subject specific criteria (A, B, C and D) on the iCampus platform. Tasks can be classified as formative or summative.

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Teachers will enter the achievement levels for each assignment so that they can monitor progress. Descriptive feedback may also be entered to support student improvement in each criteria. Teachers must ensure that each strand of each criterion is assessed at least twice over the course of the academic year.

### Internal Standardization - Moderation of Assessment

When applying the assessment criteria to student performance, the teacher should determine whether the first descriptor describes the performance and continue until arriving at a descriptor that does not describe the student work. For every summative task, a sample of student work must be marked by two different teachers to ensure that the grading is accurate and fair. Teachers should meet to come to a common understanding on the criteria and levels of achievement and how they are applied before moderation of assessment meetings take place.

### Informing Students & Parents

Students receive regular feedback on their formative and summative assessments. This feedback will come from the teacher but may also come through peer and self-assessment. Assessment feedback make take multiple forms including:

- MYP criteria-based written feedback (paper or electronic)
- MYP criteria-based oral feedback
- General subject content-specific commentary (oral or written)
- Numeric quiz scores

MYP student achievement is also reported to parents and students through a system of conferences and per-term grade reports outlined below.

Term	Date	Description
Term 1	October - December	<ul style="list-style-type: none"> <li>● 3 way conferences - teacher, student, parents</li> <li>● Long report: OPIS MYP grades, written comment for every subject (MYP and MoE subjects) stating progress made; areas to work on and next steps; commitment to learning</li> </ul>
Term 2	March - April	<ul style="list-style-type: none"> <li>● 3 way conferences - teacher, student, parents</li> <li>● Short report: OPIS MYP grades for every subject (MYP and MoE subjects)</li> </ul>
Term 3	June	<ul style="list-style-type: none"> <li>● Long report: OPIS MYP grades for every subject (MYP and MoE subjects); written comment for every subject stating progress</li> </ul>

		<p>made, areas to work on in the following year; commitment to learning</p> <ul style="list-style-type: none"> <li>• MoE grades entered in the MoE Portal</li> </ul>
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## Final grade

Achievement levels for each of the assessment criteria will reflect the teacher’s best-fit judgement of a student’s summative performance at the end of the term. Using the progress chart, teachers can carefully consider several points that the IB recommends paying attention to:

- Patterns in the data, such as an increasing level of performance
- Anomalous or unexpected achievement levels
- Other influencing factors

## Grades 7-10 MYP Grading Guide

All students in grades 7-10 are graded using a 1-8 scale for each criteria. At the end of the Year the “best fit” results of each criteria are added together to award the final achievement level of the subject through the MYP 1-7 grading scale. This will result in the final IB grade of each subject and will be stated on the final report card of the academic year.

To meet MoE requirements, teachers determine a percentage grade at the end of each term based on the conversion table below:

Level	% Grade	Grade Boundaries	Descriptor
7	96-100	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.
6	90-95	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.
5	80-89	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

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			real-world situations and, with support, some unfamiliar real-world situations.
4	70-79	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.
3	60-69	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.
2	50-59	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.
1	Below 50	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.

### IB MYP Programme Subject Specific Assessment Information

IB MYP Coordinators and teachers will need to seek subject specific guidance from their IB MYP subject guides for the assessment components because each subject has unique assessment category naming. These categories will be reflected in grading. The table below is an overview of the MYP assessment criteria.

Subjects	Criterion A	Criterion B	Criterion C	Criterion D
Language and Literature	Analyzing	Organizing	Producing text	Using language

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<b>Language Acquisition</b>	Listening	Reading	Speaking	Writing
<b>Individuals and Societies</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of Science
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying Mathematics in real-life contexts
<b>Arts</b>	Investigating	Developing	Creating / performing	Evaluating
<b>Physical and Health Education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Design</b>	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
<b>MYP Personal Project</b>	Planning	Applying skills	Reflecting	
<b>Interdisciplinary Units</b>	Evaluating	Synthesizing	Reflecting	

## Grade 10 MYP Assessment

OPIS Middle Years Programme assessment model includes a range of strategies for assessing what students know and are able to do. In addition to the mandatory external moderation of the personal project, OPIS offers the MYP eAssessment. MYP eAssessment focuses on synthesising information, evaluating findings and applying them to real-world situations. MYP students demonstrate their achievement through creative writing, investigation and analysis of a wide range of sources.

IB examiners assess:

- ePortfolios of carefully defined coursework in language acquisition, arts, design and physical and health education, using a process of dynamic sampling to moderate results to a global standard

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- onscreen examinations (two hours in duration) for selected courses in language and literature, individuals and societies, sciences, mathematics, and interdisciplinary learning.

MYP - Grade 10 Assessment Model		
Onscreen examinations subjects	Mathematics Sciences Language and Literature (English and Arabic) Individuals & Societies Interdisciplinary	Externally marked by IB examiners
Course e-Portfolio	Language Acquisition (Arabic B, German) Physical and Health Education Art Design Technology	Internally marked, externally moderated by IB examiners - dynamic sample.
MYP Personal project	Research project	Internally marked, externally moderated by IB examiners - dynamic sample.

E-assessment is offered in May and November of each academic year, set dates are confirmed by the IB in October (for May examinations) and April (for November examinations).

## References

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## Policy Development and Review

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