Aga Khan Academy Mombasa
Assessment Policy

"Social progress can be greatest when aristocracies of class give way to aristocracies of talent – or to use an even better term – to meritocracies. The well-led society of the future, in my view, will be a meritocracy – where leadership roles are based on personal and intellectual excellence. Our goal, then, is not to provide special education for a privileged elite – but to provide an exceptional education for the truly exceptional. This is the fundamental philosophy undergirding our Academies program."[1]

1.0 Purpose

The Aga Khan Academies are committed to identifying, developing and retaining young people who will be able to use their education to play leadership roles in their communities. In building a culture of meritocracy within the Academies' community it is essential that students learn to evaluate their performance through demonstrated achievement. The Academies therefore need a robust system of assessment, grounded in both the network's aims and its philosophy of teaching and learning, and clearly understood by students, teachers and parents. Assessment carried out in a school context impacts both students' learning and their future lives. It is essential that assessment is meaningful, fair and conducted in students' best interests.

2.0 Principles

- With respect to assessment, the Academies adhere to the following beliefs and principles:
- Assessment must be valid, reliable, fair and transparent.
- The assessment process is collaborative and students are active participants in their own assessment.
- Assessment must be made inclusive and equitable for all students.
- Academies should have processes to assess the Aga Khan Curricular Strands (AK Strands) and the Aga Khan Academies Learner Profile.
- Academies have structures to allow for inclusive assessment practices that make allowances for students' individual needs. (See Inclusion Policy)
- Assessment is carried out in compliance with the Academic Honesty Policy.

Link to AK Strand – Ethics
IB Learner Profile – Principled, knowledgeable, inquirers

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[1] Speech by His Highness the Aga Khan at the Foundation Stone-Laying Ceremony of The Aga Khan Academy (Hyderabad, India) 22 September 2006

3.0 Tracking and monitoring

Data from CEM MidYis, Yellis and ALIS tests, end of year exams, mock exams, predicted grades, IAs and eAssessment results is tracked at a network level. PYP students' Literacy and Mathematics is done in September and February of each academic year.

Miscellaneous

1. Teachers and coordinators are responsible for ensuring that they are familiar with the most up-to-date information relating to IB assessment in their subject area(s), Interdisciplinary Units (IDUs) and the Personal Project (PP). This is particularly important during the curriculum review cycle and with the issuing of new subject guides.
2. Teachers whose children are students within the Academy may not invigilate eAssessments, and may not participate in their children's assessment for components of the DP which lead to the award of final grades. They may not invigilate exams sat by their children or mark work submitted by their children for external assessment.
3. It is the responsibility of the Head of Academy and DP Coordinator to ensure that external examinations are carried out in line with the IB Assessment Procedures.

4.0 Assessment Practices

At the Academy in Mombasa we define assessment as the many processes by which learners and teachers can gather information about what learners know, their understanding of concepts, knowledge of facts, mastery of skills, development of attitudes, and what action they undertake.

Assessment is both <u>for</u> learning, and <u>of</u> learning. It is an integral part of the learning process and should be integrated throughout the teaching. Its objectives are to provide information about student progress, to plan next steps in teaching and learning, and to help students to self-monitor learning. Assessment of students' process can be as important as assessment of the final product. When learners and teachers are actively involved in these processes; assessment can help learners deepen their understandings and can also afford teachers the chance to reflect on, and hence improve, their teaching.

Teachers plan units of learning with clearly defined assessment goals that meet relevant IB criteria and are linked to the knowledge, concepts and skills to be covered within the unit. The Academy uses criterion referenced assessment to make judgments about students' learning following the requirements of the relevant International Baccaluareate (IB) programmes.

Specifically, we assess to:

1. Support the highest levels of students' achievement
2. Identify and cater for individual learners' needs
3. Promote positive attitudes toward learning
4. Inform, enhance, and improve the teaching–learning process
5. Share reliable and timely shared information about individual learners' performance and progress with parents and teachers
6. Evaluate the efficacy of the Academy's curriculum and amend as needed.

We believe it is vital to distinguish between:

Formative assessment for learning which includes assessment conducted during the learning process (in lessons, through feedback on a draft etc) to support and improve learning by identifying the next steps in learning or by consolidating knowledge, concepts or skills.

Summative assessment of learning which measures performance and clearly identifies a standard of attainment, usually carried out at the end of a unit of work to assess the students' grasp of the knowledge, concepts, skills, and attitudes. Formal reports usually record summative assessment achievements.

Assessment focuses on developing students' understanding of the characteristics of excellent work, and the strengths and weaknesses of their own work in relation to this standard. Student reflection is a fundamental aspect of successful learning. Students should understand how and when they will be assessed and are provided with task-specific assessment criteria prior to any assessment. They should be actively involved in their own assessment, through the creation of assessments, rubric-design, self-assessment and structured reflection.

We are committed to understanding each learner as an individual, recognising that learners have diverse learning styles and possess a range of abilities. We therefore strive, over the course of a school year, to make use of a wide variety of assessment tools and strategies to best reflect each student's capabilities.

5.0 Record Keeping

We are committed to keeping accurate records of assessment data. This information is regularly communicated to parents and guardians in a variety of formats, including throught the Grade Book in Managebac, formal written reports, student presentations and conferences.

6.0 Marking Student Work

Timely feedback is that promotes learning and improvement is essential if students are to use assessment to make progress.

Each teacher has a responsibility to ensure that:

1. Student work is seen, and individual feedback given to fulfill the aims above. This will generally mean assessing the work at least once a fortnight for each student
2. Work is returned as soon as practical after submission.
3. Students are given constructive individual feedback, focused primarily on student learning, and understanding (and not solely on presentation of work)
4. For formal assessments, assessment criteria are shared and clarified with learners before work is started. Where possible, task-specific rubrics are provided to students
5. Students are verbally rewarded for good work and/or good effort
6. Action is taken to address poor work/poor effort, ranging from extra support, and being made to repeat homework, to escalation via mentors and contacting parents

PYP – marking and feedback needs to be timely and descriptive. Students should know where they are achieving well, and what specific measures they can take to improve. When planning, teacehrs consider the goals and success criteria for the provocations, tasks, and activities planned then, engage students in

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the process of establishing the success criteria, written in child-friendly terms and display these to the students.

For MYP and DP formal assessments, assessment criteria are shared and clarified with learners before work is started. Where possible, task-specific rubrics are provided to students.

MYP – routine work is marked and returned within one week, and longer projects marked and returned within two weeks. Students are given constructive individual feedback.

DP – work is marked and returned within two weeks. Students are given constructive individual feedback.

7.0 Data

Assessment data must, inform future teaching and learning. Teachers pay particular attention to patterns in the data (such as an increasing level of performance), consistency and mitigating circumstances. Ongoing levels are compared with the student CEM Band to imake sure that individual students attainment is in line with expectations. If it is below expectations the student is identified for additional support by their teachers. Levels achieved under the various criteria in each subject at MYP and DP are converted to an overall achievement score on a scale of 1–7, with 7 being the highest grade achievable.

CEM Baseline Assessment
Every September, all students do a CEM test (a computer baseline assessment) which the school uses to track progess against. A timetable is worked out by the Vice-Principal, Data and Academic Systems.

- Grades 1-5: INCAS
- Grades 6-8: MIDYIS
- Grades 9-10: YE11IS
- Grade 11: CEM IBE+

8.0 Assessment in the Primary Years Programme

Assessment in the Primary Years Programme (PYP) introduces students to the experience of assessing their learning. It is essential that the right mindset and approach to assessment is established here, to ensure that assessment is a positive experience for students and provides support for their academic growth.

Assessment in the Primary Years Programme (PYP) is conducted in line with PYP guidelines and the relevant network-wide or Academy Scope and Sequence. Students are supported in identifying their own learning goals, and methods of showing their achievement of these goals. Students participate in selecting evidence that demonstrates their mastery of the intended learning goals.

Teachers use a variety of assessment strategies to ensure all types of learners have opportunities to represent their learning in various ways. Assessment should be ongoing, and should include examples of baseline, formative and summative tasks. It is essential to use assessment tools appropriate to the

[1] Speech by His Highness the Aga Khan at the Foundation Stone-Laying Ceremony of The Aga Khan Academy (Hyderabad, India) 22 September 2006

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teaching situation, and to maintain records of the data collected with these tools. This record of student learning is a necessary reference for writing report cards and for meeting with parents.

Tracking of students' literacy uses the 6+1 Writing Traits model with three standardized pieces of work each year.

Writing Samples

Writing Samples are collected three times a year. These writing samples are completed at the start of the year (by beginning of September), middle of the year (by end of January), and at the end of the year (before end of May). Each writing sample is assessed and placed in the student's literacy portfolio.

The three writing samples need to include at least one piece that is fiction writing and at least one piece that is non-fiction writing.

*Information from the January and May reading and writing samples can be useful data to *help* verify achievement levels when preparing report cards.

- Writing samples.
    1. September – Picture Prompt
    2. January – Expository Writing
    3. End of year writing task, used for portfolio or Student Led Conference
- Reading Records. 2x per year and ongoing in-class records, referenced to Oxford Readers and Raz Kids levels
- Math samples. 3x per year

Samples are maintained in student portfolios. Each student's Literacy Portfolio is passed on to the next year level.

Reading Assessments and Running Records in English and Ki-Swahili

Running Records is an important diagnostic assessment tool used to observe and document student reading behaviours at a specific moment in time. PM Benchmark kits have been ordered and will be used from the 2017-2018 academic year. This allows teaching staff to match readers to appropriately leveled texts, guide teaching, and plan for small group instruction. Teachers can use this information to see areas of need in the classroom and to select appropriately-leveled texts from the literacy room for the student to read.(CEM then Raz Kids)

Running Records are completed by the classroom teacher at the start of every year by the end of the first month of school and again two months before the end of the school year. These running record assessments are be placed in the students' literacy portfolios.

These levels are used to set students up on the RAZ Kids online reading program

9.0 Assessment in the Middle Years Programme

In the Middle Years Programme (MYP) students are assessed using externally-set IB criteria for the first time.

[1] Speech by His Highness the Aga Khan at the Foundation Stone-Laying Ceremony of The Aga Khan Academy (Hyderabad, India) 22 September 2006

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MYP criteria are applied as following:

- Year 6 – MYP 1
- Years 7 and 8 – MYP 3
- Years 9 and 10– MYP 5

Students are entered for the MYP eAssessments in May of Year 10/MYP5.

Assessment in the MYP is carried out using IB assessment criteria and the associated marks and grades for the relevant subject. Assessment is criterion–related and takes place in the context of MYP Units of study. At AKA Mombasa units last between six weeks and one semester to complete and involve both formative and summative assessment tasks. Student attainment at the end of a unit will be measured against all MYP criteria, representing their summative performance for that period. MYP students understand and use the IB criteria in all subjects, IDUs and the PP. MYP students are assessed in line with IB requirements, ensuring that all strands of each criteria are assessed at least twice each Semester. The Academy has systems in place for the moderation and standardisation of students' work.

Assessment Tasks

The AKA Mombasa assessment calendar is shared at the beginning of the Academic year with students and parents.

Teachers create assessment tasks that are aligned to their subject's objectives and are placed in context, as guided by the Global Contexts. These tasks aim to gather information about the students' learning and may be completed in class and at home. They may include projects, presentations, observations, performance, quizzes, essays, investigation, debates, compositions, roleplays, other creative tasks, and examinations. MYP students are introduced to IB command terms in all subjects and made familiar with how these are interpreted in the context of different types of assessment tasks.

All assessment tasks should be posted in ManageBac and criterion marks and/or feedback posted in Grade book. Where other online platforms have been used for assessment, at least the criterion marks should be posted in Grade book.

Internal Onscreen assessment is administered to students in Year 9 and Y10 through Assessprep, to prepare them for the final external onscreen assessments.

Inter Disciplinary Unit (IDU)

Students complete an IDU in Year 9 and 10 before the final onscreen examinations in May.

Recording

All assessment tasks should be posted in ManageBac and criterion marks and/or feedback posted in Grade book. Where other online platforms have been used for assessment, at least the criterion marks should be posted in Grade book

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All the work of MYP students in the Arts, Design, PHE, Language Acquisition and Personal Project is internally assessed by teachers according to a criterion–based approach, and externally moderated by IB. Students are asked to submit work through Managebac which uses plagiarism detection software (**Turnitin)** to ensure the authenticity of student work submitted for external assessment.

Mathematics, English Language and Literature, Sciences, Individuals and Societies and Interdisciplinary are done individually by students and externally assessed by IB. Students graduating from the MYP will be eligible for a Middle Years Programme Certificate, indicating a grade from 1 – 7 for each of the eight subject groups and for the Personal Project. Students take two of the Discreet Sciences or Integrated Science, thus the maximum score possible is 70 points.

Progression through Middle Years Programme from one MYP year to the next and into DP is not automatic. The Academy will only allow students to progress from one year to the next when they are making academic progress and contributing to the life of the school on a wider basis. Decisions will be made on an individual basis after reviewing evidence from MYP assessments and student's academic and behavioural records. To be promoted to the next class in Years 7, 8 and 9, a student's final year report should ideally demonstrate:

1. A mean grade of above 4.1 (in Year 6 and 7), 4.5 (in Year 8), 4.8 (in Year 9) in all subjects taken.
2. Meeting the Academy's expectations for Service learning
3. Attendance of at least 90% in each subject of study for the whole year.

Students who fail to meet these criteria will have their promotion reviewed by the school. Parents and students concerned will be involved in this consultation process both at the end of a given semester and academic year.

10.0 Progression into the Diploma Programme.

Admission to the Diploma Programme in particular, will only be made to students who have a good chance of success at the programme. Such students must demonstrate:

1. Ability to attain at least an overall mean grade of 5.1 in all MYP subjects taken
2. Achievement of grade 3 and above in the Personal Project
3. That the student has met the Academy's expectations for Community and Service
4. A minimum of 90% attendance in each subject of study In addition to meeting the entry requirements for chosen subjects of study in DP1, a student should have:
5. A Year 10 final grade of 5 or above for each Higher Level subject chosen. For those planning to take Mathematics and Physics HL, grade 6 is required in Extended Mathematics and Physics.
6. A Year 10 final grade of 4 or above for each Standard Level subject chosen.

11.0 Assessment in the Diploma Programme

Assessment in the Diploma Programme (DP) has a direct impact on students' future opportunities and choices and therefore must follow the practices and procedures set out by the IB.

The AKA Mombasa assessment calendar is shared at the beginning of the Academic year with DP students and parents. This sets out reasonable deadlines for tasks, which are agreed between subjects to ensure that students are not overloaded.

Assessment in the DP is carried out using IB assessment criteria and the associated marks and grades for the relevant subject. Student achievement in the IBDP is tracked using the IB 1-7 scale for all subject areas, and the A-E scale for Theory of Knowledge and the Extended Essay.
Assessment is criterion–related and hence all assessment is criteria referenced. It takes place in the context of DP Units of study and involve both formative and summative assessment tasks. Student attainment at the end of a unit will be measured against all criteria, representing their summative performance for that period. Grades issued in the DP focus on providing the most accurate description of students' performance, rather than averaging marks from across the semester or year.

Assessment Tasks

Teachers create assessment tasks that are aligned to their subject's objectives. These tasks aim to gather information about the students' learning and may be completed in class and at home. They may include but are not limited to projects, presentations, observations, performance, quizzes, essays, investigation, debates, compositions, roleplays, tests, and examinations. During the unit of study, tasks should cover the all the assessment requirements as outlines in the subject objectives. Students are introduced to IB criteria in all subjects and are made familiar with how these apply to different types of work.

All assessment tasks should be posted in ManageBac and criterion marks and/or feedback posted in Grade book. Where other online platforms have been used for assessment, at least the criterion marks should be posted in Grade book.

Data

Each student's performance and progress is compared to their individual CEM forecast grade and tracked on a whole school level after internal exams and after the DP internal exams and every Semester report. Students who are attaing 1 grade above their forecast grade are recognised in the End of Semester Awards Assembly.

Recording

All assessment tasks should be posted in ManageBac and marks and/or feedback posted in Grade book. Where other online platforms have been used for assessment, at least the marks should be posted in Grade book.

University Predicted Grades

Predicted grades are issued by subject teachers. They are based solely on the past performance of the student, and what, in the professional judgment of the teacher, this suggests about performance in the final assessment. Students are made aware of their predicted grades in late September of DP2. Students have the right to challenge their predicted grades through writing to the DP Coordinator and following the formal process set out by the Academy. It is important to recognise that over-prediction can be as damaging to students' future plans as under-prediction. For this reason, it is not acceptable for a

student to ask a teacher to raise a student's predicted grade to match the requirements of a particular university or course if there is not evidence to support this. Once all teachers have entered predicted grades the Senior Management moderates them by looking at the historical data, student overall predicted grade, the cohort data and individual CEM data to ensure the predicted grades are realistic. Once the moderation has taken place individual subject teachers are asked to reconsider some of the grades awarded on the basis of a student overall predicted level.

End of Programme Assessment

Diploma Programme assessment can be internal or external.

Internal Assessments

In all subjects some of the assessment is carried out internally by teachers, who mark individual pieces of work produced as part of a course of study. Examples include oral exercises, projects, student portfolios, class presentations, practical laboratory work, mathematical investigations, and artistic performances. Where there is more than one class, internal moderation of marks will take place prior to a sample being submitted to IB, who may confirm the marks, or moderate them upwards or downwards to bring them into line with worldwide standards.

External assessments

In all subjects (except Visual Art, Theatre Arts and TOK) most marks are awarded in formal examinations taken in May of the DP2 year.

However, some assessment tasks are conducted and overseen by teachers over the course of the two years without the restrictions of examination conditions and are then marked externally by examiners. Examples include the Written Tasks, Language Written Tasks, Theory of Knowledge Essays and Extended Essays.

Students graduating from the Diploma Programme will be eligible for an International Baccalaureate Diploma, indicating a grade from 1 – 7 for each of six subjects and also 0 – 3 points for the Diploma Core (thus the maximum score possible is 45 points). Reporting to Parents Full school reports are issued in December (Year 9, 10 & DP2), January (Year 6 to 8 & DP1) and June.

Submission of work / meeting deadlines

It is, in the first instance, the responsibility of the student to ensure that all work is completed and submitted on time. In case of any delay, it is the responsibility of the student to notify the teacher of the same with a parent's confirmation. Timely submission of work ensures fairness to all students when assessing their learning. Students are required submit work and/or assessments on ManageBac between 9pm- 10pm on the deadline date. It is expected that teachers use their positive relationships with students to encourage punctual submission of work and that late submission of minor pieces of homework or one-off cases will be dealt with by the teacher on an individual basis based on the essential agreements or routines established.

Procedure after the deadline for major work/assessments

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This applies late submission of major works or assessments (formative, summative, internal assessments, Personal Project, Extended Essay, TOK, CAS, Service as Action, written assignments) or repeat cases of late submission by an individual student.

The following is the procedure:

1. Late submission within 12 hours, a behaviour note is recorded in ManageBac which automatically notifies the mentor.
2. Late submission beyond 12 hours, a behaviour note is recorded in ManageBac and parents notified as it is being posted. Mentor to follow up.
3. Non-submission after 24 hours and the above measure has been taken, the Head of Year to follow up and:
   - In cases where the teacher has a draft of the assessed piece or a copy of work-in-progress, this can be considered as the final draft.
   - In other cases, the student will be withdrawn from class to complete the task

12.0 Communicating with parents about assessment

1. Parents are helped to understand the philosophy and practices of assessment and how these apply to their child's learning through a series of parent workshops.
2. Parents have access to the Assessment Policy through the Academy website.
3. The Aga Khan Academy supports a 'no surprise' commitment. There are protocols in place for informing students and parents when there is evidence of a potential problem.

13.0 Formal Reporting to Parents

The Academy is committed to communicating meaningful information about student progress to students, parents and other stakeholders twice a year on a formal report and at a Parent teacher conference meeting. In addition to the formal reports SS parents can access their child's grades through Managebac.

Parents are encouiraged to communicate at any point during the year by appointment with any member of staff to dicuss their child's progress.

Junior School
- Semester 1 report to parents - followed by a 3 way conference where goals are set.
- Semester 2 Student led conference
- End of year report to parents

Y5 PYP Exhibition is open for parents to attend.

Senior School
Full school reports are twice a year.
- December (Years 9, 10 & DP2),
- January (Years 6 to 8 & DP1)

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- June. (Years 6-9 and DP1)
- Parent-teacher conferences are held in October and April.
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The PP Exhibition, Internships presentations and DP Art Exhibition are open for parents to attend.

Reporting Grades

Student performance is not ranked. Individual student progress is reported to parents at the end of each Semester. At the end of a unit/assessment period, students will have undertaken a range of formative and summative assessment tasks over the course of a unit / assessment period. Grades issued focus on providing the "best fit grade" which provides most accurate description of students' performance, rather than averaging marks from across the semester or year. The award of a particular grade at the end of the Semester is a matter of professional judgement, and the teacher will consider many factors, especially where the student performance has been erratic.

For subjects taught in a trimester rotation (year 6 to 8 Expressive Arts and year 8 Science), reporting will be done at the end of the trimester. This will fit with the school semester reporting since trimester 1 reports will appear in Semester 1 report while trimester 2 & 3 reports will appear in Semester 2 reports.

DP Art and MYP PP Exhibitions are held for parents to attend.

The student MYP Porttfolio of achievement google site created by each student is shared with parents.

14.0 Homework Policy

Homework is a vital part of the learning process, and a useful tool for consolidation, to encourage independent learning, instill good study habits, encourage reflection and to practice skills. We seek to maximize the quality rather than the quantity of homework.

Primary Years Programme Home-learning

At the Junior School, home-learning is to provide students with opportunities to develop organization skills, practice and reinforcement of skills, opportunities for critical thinking, application of new learning, as well as further support. Home learning engagements should be set on the same day of each week which helps in supporting students and parents organize themselves to balance home and school weekly activities. Students should be assigned a variety of tasks which should be communicated through the grade level *Home-learning Template*. Tasks can include speaking and listening activities, reading, word investigations, book reviews, independent research, practical math investigations, collecting items linked to a the Unit of Inquiry, skills practiced across a range of areas, as well as educational games and class blogs. Please refer to the **Home learning guidelines**.

Middle Years Programme - Time allocated for homework

The schedule below allows for a gradual increase of work as students ascend the school. While no work is to be explicitly set for the weekends, many students, especially older ones, will need to use weekend time to complete work, repeat work, revise, spend extra time on particular areas, catch up after a heavy

enrichment commitment during the week (for example) or simply 'go the extra mile'. This is a natural part of school life, and weekends are set aside for this purpose.

The amount of work detailed below should allow for a healthy balance between academic progress and other pursuits. This should not be exceeded without good reason (for example, helping a student to catch up after an absence). All homework will be posted on Managebac where possible. Students should equally post their responses on Managebac as much as practicable. Adequate homework, reasonable lead time and realistic deadline should be observed any time homework is being set. In the MYP years, homework schedule will be used to regulate the subject tasks given. Work should be given that extends and deepens students' understanding. Teachers should therefore demand depth and quality in homework tasks.

Year 6, 7   60 minutes Mon - Fri (Maths* 20 minutes, 2 others 20 minutes)

Year 8   80 minutes Mon - Fri (Maths* 20 minutes 2 others 30 minutes)

Year 9   100 minutes Mon - Fri (Maths* 30 minutes, 2 others 35 minutes)

Year 10 110 minutes Mon – Fri (Maths* 30 minutes, 2 others at 40 minutes)

*Maths is set every lesson, but for slightly less time than other subject which are not set each lesson.

Diploma Programme - Time allocated for homework

While there is no formal timetable set for DP, students should expect around 4 - 4½ hours per week for each subject at HL, and 2 - 2½ hours per week for each subject at SL. Good time-management skills and a pro-active approach to longer projects are essential, as depending on the student's subject choice, there will be times when several pieces of coursework are in a short period. These pieces are completed over several weeks or months, and so students will be under intense pressure with homework if they leave work until the last minute. While we stagger deadlines and offer support in terms of interim deadlines, we expect independence and self-motivation from students.

The times above refer to high quality, focused time where students can work free from interruption and distraction. In cases where these conditions are not available, the work will take longer, and students will be expected to spend more time as appropriate. Parents are therefore requested to make sure optimal conditions are available and to provide support (without, of course, doing the work for the students).

In addition to these times, the Academy strongly recommends that students acquire the habit of regular reading for pleasure. The benefits from reading (fiction or non-fiction) are felt not just in the language skills developed, but right across the curriculum and can last for life. Teachers and parents should strongly encourage students to take advantage of the school library and to read as widely as possible, even though no formal time is set for this.

15.0 Network-wide assessment and tracking

1. Network-wide assessment and tracking is carried out to monitor student progress across the network, identify areas of expertise which can be shared with other Academies, and identify areas in need of support and development.

2. All Academies take part in standardized testing the Centre for Evaluation and Monitoring (CEM) tests, developed by the University of Durham including the attitudinal test. Results from CEM testing, and IB MYP and DP results are recorded and tracked at a whole school and network level.
3. Demographic data about gender, country of origin, financial aid/talent id/rebalancing status, residential/day status, previous programme of study is collected with assessment data to allow for the monitoring of different groups of students within and across the Academies.
4. Each Academy has protocols in place for the sharing of standardized test data with students and parents, including information about the purpose of the test, and guidance on the interpretation and use of results.

16.0   Inclusive Assessment Arragements

Each Academy has a named member of staff responsible for inclusive assessment arrangements for students with additional needs. This member of staff is responsible for organising the admisistration of the relevant psychological and/or medical assessments upon entry to the Academy/programme, and at the times specified by the IB. The member of staff, programme coordinator and subject teachers are responsible for documenting evidence of arrangements and adaptations made to classroom teaching and learning to send as supporting evidence for such an application. All arrangements allowed by the IB (such as extra time, alteration of examination materials, use of a laptop, use of a scribe) are given to students in all class tests and mock examinations.

17.0 Definitions

Criterion referenced assessment measures learners' performance against a predetermined set of criteria or standards. They assess whether learners have acquired a body of knowledge or mastered a specific skill-set.

Norm referenced assessment measures learners' performance against one another. They rank learners against one another using a 'bell-curve' distribution.

Pre-Assessment takes place prior to learning to establish prior knowledge and understand the learning needs of individuals and groups.

Formative assessment is conducted throughout the learning process and is used to assess progress to inform future teaching and learning.

Summative assessment is conducted at the end of the learning process and shows how far learners have met the outcomes for a unit of work by comparing their learning to a set standard or benchmark. Summative assessments measure learners' current understanding of concepts, acquisition of knowledge and mastery of skills and make a judgement about their level of mastery.

Validity refer to twos different aspects of assessment:

- Whether the assessment itself is fit for the purpose for which it is used – the extent to which it actually measures the thing that we want to know about.
- Whether the grades awarded accurately represent the student's achievement against the assessment criteria.

[1] Speech by His Highness the Aga Khan at the Foundation Stone-Laying Ceremony of The Aga Khan Academy (Hyderabad, India) 22 September 2006

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<u>Transparency</u> is the extent to which participants (students, teachers, parents) understand how assessment will be conducted and the basis on which students' performance will be assessed.

<u>Reliability</u> focuses on the extent to which the student would get the same outcome (usually a mark) on an assessment if it were repeated. This addresses issues of consistency with marking and how far the assessment accurately measures a student's level of mastery of the work.

18.0   KEY DOCUMENTS

AU Curriculum Policy
AU Inclusion Policy
Assessment Principles and Practices – Quality Assessments in a Digital Age (IB, 2019)
IB Primary Years Programme Principles into Practice
IB Middle Years Programme Principles into Practice
IB Diploma Principles into Practice

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