



GATEWAY
INTERNATIONAL MONTESSORI SCHOOL

Assessment Policy

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IB & Gateway Mission Statement

IB Mission Statement

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 organization works with schools, governments, and international organizations 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.

Gateway International Montessori School Mission Statement

To provide students with a solid academic, social, emotional, and spiritual foundation preparing them to be inquisitive, self-reliant, problem solvers and peacemakers who collaborate to celebrate their national and global heritage and who are rooted in a strong set of core values and ethics.

The International Baccalaureate Learner Profile

The Learner Profile is an integral part in forming and developing this policy; thus, we encourage our school community to acquire and practice the IB Learner Profile attributes which are embedded in the IB philosophy and thus is reflected in its mission statement:

- **Inquirers** – we acquire the skills necessary to conduct inquiry and research and sustain our love of learning throughout life.
- **Knowledgeable** – we explore concepts, ideas, issues, and perspectives that have local and global importance.
- **Thinkers** – we contribute to discussions in a meaningful way, we do not shy away from challenging questions and we think creatively and critically to reach answers and take responsible actions on complex problems.
- **Communicators** – we regularly deliver stimulating presentations and drive excellence in group assignments by collaborating effectively and by expressing ourselves creatively and with self-awareness.
- **Principled** – we act with integrity and honesty; and take responsibility for our own actions, as well as respecting the dignity and rights of people everywhere. Open-minded – we are accustomed to

seeking and evaluating a range of points of view besides critically appreciating our own history and culture.

- **Caring** – we work hard to make a difference in others' lives through our commitment to our school, local and global communities throughout our lives.
- **Open-minded** – we are accustomed to seeking and evaluating a range of points of view besides critically appreciating our own history and culture.
- **Risk takers** – we are articulate in defending our beliefs, are open to exploring new ideas with determination, and face challenges and changes with resilience and perseverance.
- **Balanced** – our endeavors are directed towards creating active participants in a wide range of activities that balance the different capabilities we possess- intellectual, physical, emotional, and social, recognizing the importance of creating an independent citizen who can interact efficiently with the world in which we live.
- **Reflective** – we support our learning and personal development by critically reflecting on and evaluating our learning experiences, thus understanding our strengths and weaknesses.

Introduction

- The primary purpose of assessment and evaluation at Gateway International Montessori School is to support and improve student learning. As all students have different learning styles, experiences, and abilities, the assessment and evaluation of their learning must be fair to all and allow them to demonstrate the full range of their learning (Wiggins & McTighe, 2005).
- Assessment, learning, and teaching are intertwined and interdependent and should be focused on the habits of mind, critical thinking skills, 21st-century skills, knowledge, and attitudes that will provide for success at school, in college, and beyond. In addition, learning and assessment at Gateway International Montessori School is specific; aimed towards criteria that are explicitly stated by the school and integrated from a variety of sources: the school's mission, the IBO the assessment objective of each discipline, and each teacher, rather than towards normed averages. When done correctly all forms of assessment have educational and pedagogical value.
- Moreover, the purpose of this document is to clarify teachers' understanding of the assessment and explain their practices/assessment and reporting processes within our school setting. It is a living document that reflects our school's unique assessment needs. Our assessment philosophy applies to the whole school and is to be communicated to and understood by all continuing and

new teachers, students, parents, and administrators. It is directly linked to our mission statement, which is stated above.

Philosophy

We believe the ultimate purpose of assessment is to guide our planning and instruction to support enhance and assess student learning as well as to guide instruction, rather than simply generate a grade. Teaching, learning, and assessment are intertwined and interdependent. Assessment is not the end of the educational process but is a means through which this process is developed to lead our students to a deeper understanding of learning as a lifelong process.

The purposes of assessment are all important in the educational setting at Gateway. Besides **Assessment OF Learning**; in Gateway we highly focus as well on **Assessment AS/FOR Learning**.

Gateway teachers apply and practice the following questions to incorporate **Assessment FOR Learning** in their instruction: What should we do when students struggle or excel in learning the material? What should the students do to learn the material better? How can we help them improve their learning? What are the next steps that we need to take to meet the learning outcomes? Where are we in terms of meeting the learning outcomes?

When **Assessment FOR Learning** is practiced, students feel empowered in school, feel that they have what it takes to become successful in learning, realize that they can improve their performance, and know that teachers do help them to achieve their learning goals.

In Gateway, teachers also practice **Assessment AS Learning**, Teachers focus on students' awareness of their learning. This purpose of assessment centers on students and their practice of **metacognition** to improve their learning. Students need to reflect and assess their learning so they can come up with strategies to improve it. By engaging in self-assessment students learn how to come up with their understanding of the learning outcomes. They can identify their strengths and limitations in learning.

Assessment FOR/AS Learning happens at the same time as learning is happening. It's a continuous process that requires constant effort both from teachers and students. The main difference between these two lies in the focus of the assessment and the roles of both teacher and students in the assessment process. If **Assessment AS Learning** emphasizes students' metacognition, **Assessment FOR Learning** focuses on informing students about their performance to improve their learning.

In **Assessments AS Learning**, students are active assessors of their learning while in **Assessments FOR Learning** although students are involved in the assessment process; teachers are the active assessors of student's learning. Students need to become effective self-assessors to ensure the success of their collaboration with their teachers.



In conclusion, Assessment is a very useful tool not just for teachers but for students as well. Gateway believes that to help our students to become self-regulators and independent learners we must provide them with opportunities to assess their strengths and weaknesses in learning.

By providing students with descriptive feedback about their progress, teachers are involving students in the assessment process. When students are actively involved in the assessment process they can work with their teachers in coming up with ways and strategies to improve their learning and performance. If **Assessment OF Learning** occurs at a given time or the culmination of the learning activity, **Assessment FOR Learning** happens continuously. It occurs during the learning process. It provides both teachers and students with information on what steps they need to take to achieve the learning goals.

In Gateway, teachers use different assessment tools with the quote of Rafe Esquith, an American educator and author, in mind. She says:

“Never compare one student’s test score to another’s. Always measure a child’s progress against her past performance. There will always be a better reader, mathematician, or baseball player. Our goal is to help each student become as special as she can be as an individual—not to be more special than the kid sitting next to her.”

Purposes for Assessment

What is assessed?

Student performance is assessed following the program standards and practices, the overall learning outcomes, and the subject-specific overall expectations.

We assess:

- Acquisition of knowledge
- Understanding of concepts
- Mastery of skills
- Develop of attitudes
- Decision to take action

Why assess?

- To motivate learning;
- To collect data that drives instruction and student learning;
- To evaluate and strengthen our learning process and practices as educators;
- To identify students’ strengths and areas requiring improvement to better understand our learners;
- To individualize and differentiate instruction based on student's needs;



- To monitor progress and growth within a community of learners;
- To facilitate students' understanding of their growth and progress;
- To provide feedback to students and parents on students' learning;
- To provide feedback to students about how they are performing against the criteria outlined by the school/IBO;
- To prepare students mentally for assessments by the IBO, colleges, and other organizations;
- To determine future class placement;
- To provide information for college admission and placement in college courses;
- To provide a quality assurance mechanism (both for internal and external reasons).
- To help our students sharpen the attributes of the IB learner Profile

Types of Assessment

Formative Assessment

- It represents the process of gathering, analyzing, interpreting, and using evidence to improve student learning (Marzano, 2006). It is integrated into the curriculum and woven into the daily learning process and is an integral part of instruction. It provides teachers and students with information about how learning is progressing. It helps the teacher to plan the next stage of learning.
- Students are involved in the formative assessment of their own learning and that of their peers through feedback forms and formal and informal conferences and discussions. Peer assessment requires a very safe and collaborative learning environment and should only be attempted sparingly and after a period of training and discussion with the class.
- Formative assessment involves providing students with descriptive feedback as they learn. Descriptive feedback provides students with an understanding of what they are doing well, links to classroom learning, and gives specific input on how to reach the next step in the learning progression. The feedback given should provide incentives for improvement and should be positive in tone, encouraging, positive feedback as well as constructive critique.

Some examples of formative assessments are:

- Class discussion and/or Socratic seminars
- Essays
- Experimental investigations
- Fieldwork
- Class presentations
- Online discussion forums
- Studio work
- Class debates
- Homework



- Anecdotal records
- Student reflection
- Classroom observation
- Rubrics-student and teacher-created
- Peer review
- Individual review
- Portfolios
- Checklists
- Exemplars
- Student teacher conferences
- Curriculum-based measures
- Journals
- Pre-tests
- Progress monitoring

In Conclusion:

Student work is evaluated using a variety of rubrics and scales, which are generally made available to students in advance so that they are aware of teacher expectations. Assessments and assignments may be graded through self-evaluation, peer evaluation, group evaluation, or evaluation by the teacher.

Whenever possible, students are exposed to questions from previous IB assessments, and to the mark schemes used to evaluate those questions, so that students will be prepared for the level of rigor they will face when they complete their external assessments. Teachers also align their classroom grades with IB standards and boundaries, though they also take other factors into account, such as attendance, classroom work, participation, and homework that may be a reflection of student effort as a component of their learning.

Summative Assessment

Summative assessment involves the process of gathering and interpreting evidence to assess a student's understanding of the course material. Summative assessments measure achievement based on established criteria used to assign a value to represent the quality of student learning at the end of a period of learning. For example, a unit test would be designed to assess how well a student has learned the material in the current unit, before moving on to the next unit. At Gateway International Montessori School, students write end-of-semester examinations that, as much as possible, mimic the final IB examinations those students write in May. Summative assessments play an important role in the final grade a student earns in a given course and determine the predicted grade (PG) that is

provided to the IBO in April. Summative assessments are used to communicate information on student achievement to students, teachers, parents/ guardians, and others.

Thus, it allows the student to show what is learned at the culmination of the teaching process. It also allows the teacher to determine the effectiveness of instruction. Summative assessment occurs at the end of a teaching and learning cycle when students are given the opportunity to demonstrate what they have learned by applying their knowledge in new and authentic contexts. Although the information produced from this type of assessment is important, it can only help in evaluating certain aspects of the learning process.

Summative assessment is generally used as part of the grading process.

The timing, type, scope, and format of each summative task should be communicated to the students ahead of time, and rubrics, examples, and practice assessments should be distributed and discussed.

Examples of summative assessments include, but are not limited to:

- Unit tests\ Chapter tests
- Exhibition
- Individual or group projects or presentations
- Term\ Midterm Exams
- Final draft Lab Reports
- Research Papers
- Student reflections
- Benchmark assessments
- Culminating projects
- Final exams
- Oral Commentary on an unseen topic, such as a poem
- Portfolios: can sometimes be used as a summative assessment to demonstrate learning against particular criteria, for example, improvement in the ability to analyze data could be demonstrated with a series of lab conclusions and data-based questions rather than in one final lab report.

Homework

DP students are expected to develop, and continually evaluate and modify, a study schedule for their out-of-school time. This study schedule will include significant time for homework. ***Homework is a Classwork-related learning activity or an assessment activity completed away from school.***

Homework

Should be relevant and part of the overall learning continuum/scaffold of a unit.

Homework is, however, just part of the overall study that students are expected to undertake away from school. Study activities can be individual or collaborative, and include:

- Reviewing and completing class notes;
- Broader review of subject work, learning activities, and past papers, that are student or teacher-initiated;
- Reading and related note-taking from sources from a subject's reading list;
- Reading and related note-taking from relevant sources identified independently;
- Regularly reading and related note-taking from current news sources;
- Regularly reading and participating in subject-specific online blogs/forums;
- Regularly reading and participating in DP-specific online blogs/forums. International School

Formal Assessment

Formal IB assessment is a summative assessment, designed to record student achievement at, or towards the end of, the course of study, May Session.

This range of student performances is reduced to a final subject grade (on a scale of 1 to 7) according to grade descriptors, which represent the standards for each subject. The primary decisions in marking and grading are based on the judgment of student performance against the expected standards.

Summative and formative assessments are, therefore, inherently linked and teachers must use their knowledge of IB summative assessment expectations and practices to help students improve performance in a formative way.

In a nutshell, all grading and assessment judgments should be based on evidence and should not be subject to any form of bias. Equity requires meeting the needs of all students; thus teachers must be able to assess their students in ways that allow them to demonstrate their learning and that provide the information teachers need to guide their future learning. In practice, this often means evaluating content knowledge and communication ability separately or providing a different type of assignment.

The grades and marks awarded by teachers for assessed work and reports will only be based on the standards of performance outlined in the subject-specific percentage grade boundaries or mark boundaries for the component being assessed.

Key Areas of Focus

- Assessment reflects learning and is a process involving diagnostic assessment at the beginning of each learning cycle, formative assessment throughout the academic year, and summative assessment at the end of each trimester.



- Students are provided with examples/ models of each level of achievement against the criteria to assist them in understanding how to achieve excellence.
- Assessment promotes and evaluates deep understanding.
- Assessment supports the development of classroom learning cultures that are learning-oriented rather than performance-oriented. Assessment does not promote competition or fear of failure but encourages risk-taking, mistake-making, and self-evaluation.
- Assessment plays a vital role in the educational decision-making loop; Assessment is used to establish where students are in their learning and descriptive and timely feedback is built in to make sure students are learning from practice.
- Students are involved in the assessment process by learning how to self-assess their own work, assess their peers, and set goals for improvement, and then by completing self and peer assessments during formative assessment.
- Teachers work with IB official documents and resources and collaboratively to determine appropriate criteria, achievement levels and to establish examples and models of achievement, and professional development in assessment is provided, and is sought.
- Assessment and evaluation practices are fair and equitable to all students, including ESL students, whose mastery of language should not necessarily affect the evaluation of, for example, their ability to think critically.
- Determination of grades for formal reporting purposes primarily reflects student performance on summative tasks and reflects their most consistent level of achievement with an eye to their most recent levels of achievement at the time of reporting.
- Communication about assessment is regular and clear. Informal reporting of student achievement occurs throughout the academic year; formal reporting of student achievement occurs at regular intervals, which is by the end of each trimester.
- Learning expectations and criteria for assessment are based on IB criteria, the school mission, each discipline, and each teacher and are communicated to students in advance either in the course syllabus or in notes to students before each topic.
- The assessment policy is also communicated to parents and students during the Course Selection Orientation and process that takes place in high school.

General Expectations around Assessment

Assessment in its various forms is a critical component of the educational process and lifelong journey. It provides students with opportunities to determine the degree to which they have mastered content knowledge and skills and to reflect on their progress, allowing for self-evaluation of strengths and areas for improvement in each subject area. Also, the assessment provides teachers with the ability to determine the degree to which students have attained mastery of content knowledge and skills,

introduce necessary changes to their teaching and learning process, revise their curriculum and instruction to meet student needs, and reflect on their own knowledge and skills, strengthening one's professional practice. Due to the essential role of assessment – whether formative, summative, internal, or external – certain expectations are assumed by those committed to the Gateway International Montessori School IB Diploma Program.

Assessment Expectations

For students

According to the International Baccalaureate (IB) "*Academic Honesty in the IB Educational Context, August 2014*" " the Learner Profile and the attributes it advocates are integral components in forming and developing this policy; thus, we encourage all our school community to acquire and practice the IB Learner Profile attributes; **Our students should strive to:**

- Engage their natural curiosity through inquiry and critical thinking skills;
- Acquire in-depth knowledge that explores connections across content areas and communities;
- Apply critical thinking skills to a wide range of issues through reasoned and ethical decisions;
- Communicate ideas and information through collaboration with others and presentation of work to various audiences;
- Act with a sense of integrity, honesty, and respect through accepting responsibility for one's actions;
- Expand one's understanding and appreciation of varied perspectives, cultures, and histories;
- Demonstrate a personal commitment to making a positive impact on our local, national and global communities;
- Exhibit courage and independence through searching out new ideas and experiences;
- Attend to personal well-being by seeking intellectual, physical, and emotional balance;
- Reflect on one's educational experiences and progress through acknowledgment of strengths and areas for improvement to support one's educational and personal growth.

For Teachers

While students are at the center of the educational experience, Gateway International Montessori School IB Diploma Programme teachers engage students within that experience according to the established IB principles and practices. As members of our learning community, **staff at Gateway International Montessori School strives to:**



- Model inquiry, research, and independent thinking skills through life-long learning; some examples are case studies, presentations, problem-solving and inquiry-based learning experiences, and experiential activities to state a few.
 - Demonstrate in-depth content knowledge and skills that develop connections across multiple content areas within our school, local, national, and global communities;
 - Apply critical and creative thinking skills to curriculum development and instruction of content that informs reasoned and ethical decisions;
 - Communicate ideas and information to students, families, and colleagues while collaborating with all members of our learning community to enhance student educational experience and achievement;
 - Demonstrate integrity, honesty, and respect by accepting responsibility for one's content standards and practices as well as the educational philosophy of the IB program;
 - Incorporate an understanding and appreciation of many, varied perspectives, cultures, traditions, and histories to assist students in evaluating varying points of view;
 - Show empathy and respect for students, families, colleagues, and community members while making a positive impact on our local, national and global communities;
 - Exhibit courage and independence while embedding new ideas and experiences into the educational experience for students;
 - Attend to personal well-being by seeking intellectual, physical, and emotional balance;
- Reflect on one's professional practice and engage in professional development to meet the needs of our students.

Importance of Effective Assessments

Allow students to

- Demonstrate and share their learning and understanding
- Set goals for reaching expectations
- Use their own learning strategies and build on their own strengths
- Acknowledge different learning styles
- Build confidence in their own work and self
- Express their points of view and understanding
- Understand what their own needs are and how to improve
- Connect their learning to real-world experience and guide the inquiry process
- Understand in advance the criteria for producing a quality product or performance
- Participate in reflection, self, and peer assessment

Allow teachers to:



- Use both quantitative and qualitative data to inform every stage of the teaching and learning process
- Collaboratively reflect on student progress and needs
- Differentiate their instruction
- Intervene at the first indication of student difficulty
- Define expectations and outcomes for students and teacher-led inquiry
- Adapt to learning styles
- Acquire data that can be used to inform students, teachers, grade levels, school, and community
- Prepare for future inquiries and student questioning

Allow parents to

- Understand student learning and progress
- Provide support outside of school
- Celebrate learning and student accomplishments

Assessment Requirements

MYP (grade 6-10) Assessment

The MYP assessment revolves around tasks developed and graded by classroom teachers qualified to assess their students' academic progress. These exercises are challenging and use a range of assessment techniques. Additionally, ongoing formative assessment and feedback are provided to students.

Students study the following subjects covering at least 50 hours in the following courses in MYP 1-3:

- Language & Literature: Arabic & English
- Language Acquisition: Mandarin, Spanish, and Arabic
- Individuals & Societies
- Sciences
- Mathematics
- Physical & Health Education
- Design
- Arts

Students study the following subjects covering at least 50 hours in the following courses in MYP 4-5:

- Language & Literature: Arabic & English
- Language Acquisition: Mandarin, Spanish, and Arabic (for non-Arabic speakers)
- Individuals & Societies

- Sciences
- Mathematics
- Design

Reporting

MYP students receive a report card each academic year that outlines their achievement in each subject group in addition to their Service as Action accomplishment. The required topic-group objectives are evaluated by MYP teachers at least twice per year using the assessment criteria for each subject group in each program year. The MYP teachers reflect on the student performance in reference to the assessed criteria. The results are communicated regularly to the students and parts through the school portals.

The following chart outlines the assessment criteria in each subject group.

SUBJECT GROUP	A	B	C	D
Arts	Knowing and Understanding	Developing Skills	Thinking Creatively	Responding
Design	Inquiring and Analysing	Developing Ideas	Creating the Solution	Evaluating
Individuals and Societies	Knowing and Understanding	Investigating	Communicating	Thinking Critically
Language Acquisition	Listening	Reading	Speaking	Writing
Language and Literature	Analysing	Organizing	Producing Text	Using Language
Mathematics	Knowing and Understanding	Investigating Patterns	Communicating	Applying Mathematics in Real-World Contexts
Physical and Health Education	Knowing and Understanding	Planning for Performance	Applying and Performing	Reflecting and Improving Performance
Sciences	Knowing and Understanding	Inquiring and Designing	Processing and Evaluating	Reflecting on the Impacts of Science
Interdisciplinary Units	Disciplinary Grounding	Synthesizing and Applying	Communicating	Reflecting
Personal Project (Grade 10 only)	Investigating	Planning	Taking Action	Reflecting

Calculation of the Overall Level of Achievement

MYP teachers continue to evaluate the achievement level of the students in formative and summative assessments. Summative assessment may address that are criterion-related are considered towards the overall level of achievement. The teachers document the assessed criteria each term. The MYP students are assessed for the four criteria of every subject at least twice per year.



The MYP teachers make a professional judgment according to the performance pattern of the student in each criterion; this is not an average, but it depends on the development outline, the context of work completion, and the consistent improvement over the academic year.

For each subject, the level of achievement in the 4 criteria is added to determine the criteria level total out of 32. The total is compared to the Grade Boundaries Table published by IB to determine the final grade out of 7 for each subject by the end of the year.

Overall Level of Achievement	1	2	3	4	5	6	7
Boundaries	1-5	6-9	10-14	15-18	19-23	24-27	28-32

MYP students are graded according to the subject objectives and they score from 1-7 according to the following chart.

Final Grade	Descriptor
7	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.
6	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
5	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.
4	General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.
2	Very limited achievement in terms of the objectives. The student has difficulty understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.
1	Minimal achievement in terms of the objectives.
N/A	Not Yet Assessed.

Languages at Gateway

Language & Literature: English language and Arabic language

- Gateway offers language and literature courses in English and Arabic to support students' proficiency in the language of instruction and mother tongue respectively.
- Inquiry-based instruction is central to MYP language learning. The program provides the students with a multitude of opportunities to apply interdisciplinary and collaborative investigation. Additionally, language and literature course encourages them to be active learners who reflect on their learning and plan for further development.
- MYP students interact with a range of texts and reflect on moral, social, economic, political, cultural, and environmental spheres. They continue to advance in their capacity to reason morally, create views, and make decisions—all essential attributes for IB learners.

The goals of MYP language and literature courses aim to enhance the following learner's skills:

- Listening
- Speaking
- Reading
- Writing
- Viewing
- Presenting

Language Acquisition: Spanish language, Mandarin

- The notion of international education requires the ability to communicate in a variety of modes and multiple languages. For the best possible educational experience, the language acquisition course offers students a linguistic and academic challenge.
- Students have the chance to fully develop their language abilities and have the option of moving through several phases during the MYP. Language Acquisition teaching and learning is organized into six phases. The following chart demonstrates the expected placement phase and proficiency level for the MYP year.

Foundational Level	Phases	Language Proficiency Level	MYP levels
The school offers a 20-hour introductory course to Spanish/Mandarin for students who have no previous learning experience in the language during primary school education to provide foundational knowledge in these languages.	Phase 1	Emergent	MYP 1 & MYP2
	Phase 2	Emergent	MYP 3
	Phase 3	Capable	MYP 4
	Phase 4	Capable	MYP 5
	Phase 5	Proficient	MYP 5 (advanced learners)
	Phase 6	Proficient	DP Language B (SL/HL)

Service as Action

All MYP students are required to participate in the Service as Action program. The Service as Action Coordinator follows up with the student's supervisor and provides feedback. MYP teachers serve as supervisors of the program; they provide meaningful feedback to the students and support them in planning, execution, and reflection. The service as action handbook outlines the learning outcomes and the minimum number of leveled actions required in each year of the program.

The students receive another grade that describes their achievement in the approaches to learning in each subject according to the following chart:

Grade	Descriptor
EE	Exceeding Expectations: The student's progress against the ATL is exceeding expectations.
ME	Meeting Expectations: The student's progress against the ATL is meeting expectations.
AE	Approaching Expectations: The student's progress against the ATL is approaching expectations.
BE	Below Expectations: The student's progress against the ATL is below expectations.

Personal Project

All students in MYP5 (grade 10) are required to plan, execute, and reflect on a personal project according to Gateway personal project handbook. The project is moderated by the IBO.

MYP Assessment and the Egyptian National Requirements

All the Egyptian MYP students in G6-10 study and are assessed internally according to the syllabus and the requirements of the Ministry of Education (MoE) in Arabic language, religion, and national Social Studies. MYP4 (grade 9) students sit for external examinations in these subjects.

MYP students study Religion and National Social Studies as required by the MoE. These are standalone courses that are taught in MYP1-5.

The MYP written and taught curriculum is aligned with the Ministry of Education standards which enable MYP4 students to use their developed language skills in the MYP to sit for this standardized language proficiency test.

Standardized International Tests

Additionally, the students have MAP tests (standardized assessment) in English language and Math twice per year. MYP reports are issued by the end of the academic year to outline the student performance as per the objectives of each subject according to the program.

IB DP Assessments

IB teachers use a variety of formative and summative assessments to support and encourage student learning. This means that student work is marked in relation to clearly defined levels of skill attainment rather than against the work of other students. The levels of skill attainment for each subject are derived from the aims and objectives of the course and established by the International Baccalaureate Organization (IBO) which are designed to be fair to students all over the world. The criteria for achievement are explained to students in each course and are the focus of class and homework activities.

a. Internal Assessment

IB internal assessments allow teachers to assess some of the students' work during the IB course. Examples include English individual oral commentary, language presentations, historical investigations, laboratory reports, and math exploration. Our teachers mark the internal assessments and this grade counts as a percentage of the student's overall final IB score. The marks for the internal assessments

are submitted to the International Baccalaureate Organization (IBO), along with a representative sample of the work marked by the Gateway IB Subject teachers.

This sample is then sent to an IB moderator who evaluates how the teacher has applied the IB grading rubric. IBO may then adjust the marks of the assignment up or down if the teacher's marking is deemed too strict or too lenient.

Internal assessments provide students with opportunities to show mastery of skills outside of other final culminating assessment tasks. Students receive significant instruction and practice throughout their courses to effectively prepare for these challenging tasks.

In each IB subject, teachers are given a very specific list of criteria to assess and guidelines about how to mark each criterion. To determine a mark, the teacher chooses the level of achievement that best matches the work being marked. The criteria for achievement are clearly communicated to students well in advance of the internal assessments. IB assessments are graded on a scale of 1 (low) to 7 (high).

b. External Assessment

IB external assessments are assessments that are completed by students at Gateway, overseen by our teachers, and marked by external IB examiners. Final examinations are the main means of external assessment, but work such as Extended Essay, Written Assignment papers, and TOK essays are also externally assessed.

Gateway IB Diploma Programme students write IB examinations in May. The dates for IB examinations are set by the IBO and given to students a year in advance of their exams. IB exams are conducted in strict accordance with IBO regulations. IB external assessments typically make up about 70% of the student's final course grade, but the exact number varies from course to course.

c. School-Based Assessment

IB teachers also use school-based student assessments in addition to IB internal and external assessments. These school-based assessments are essential for student success and contribute to our students' report card grades. Report card grades during the course are based on unit tests using past IB exam questions, practice exams, and in-class assignments modeled on IB assessments.

Teachers evaluate school-based assignments using IB rubrics and determine the IB 1-7 scores based on mark bands available in the yearly subject reports provided by the IB. These school-based assessments do not contribute toward the final IB grade, which is awarded by the IBO in July. In the final semester of a course, school-based assessments and subject-specific grade descriptors are used by the teacher to determine the student's predicted grade.

DP Assessment and the Egyptian National Requirements

DP students in Egypt sit for two External Assessment Examinations in DP 2: The Diploma Programme May Session Examination and the National Examinations in the Arabic Language, Religious Studies, and Civics. The National Examination session starts in June; thus our DP Egyptian Students schedule will allocate slots for both the DP subjects and the Egyptian National required subjects.

DP grades offered are based on the following scale:

Grade	Standards of Performance	Grade descriptors of Level Achieved
7	Excellent Performance	Thorough understanding of the concept, knowledge and skills, ability to apply faultlessly, demonstrate originality, evidence of analysis, synthesis and evaluation where appropriate, and produce work of high quality.
6	Very Good Performance	Thorough understanding of the concept, knowledge and skills, ability to apply them, generally demonstrate evidence of analysis, synthesis and evaluation where appropriate.
5	Good Performance	A sound understanding of the concept, knowledge and skills, ability to apply them, generally shows evidence of analysis, synthesis, and evaluation and occasionally demonstrates originality and insight.
4	Satisfactory Performance	A good general understanding of the concept, knowledge and skills, ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
3	Mediocre Performance	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the concept, knowledge and skills and is only able to apply them fully in normal situations with support
2	Poor Performance	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the concept, knowledge and skills and is only able to apply them fully in normal situations with support
1	Very Poor Performance	Minimal achievement in terms of the objectives



Each IB subject's overall grade is based on a mark out of 100 which will be converted into a numeric grade from 1-7. This is how the internal assessment for each subject is presented in the student's written reports.

Percentage	Letter grade	DP grade	Std. GPA	IBDP GPA	Description
98-100	A+	7	4.0	4.5	Excellent
93-97	A	6	4.0	4.5	Very Good
90-92	A-	5+	3.7	4.2	Good
87-89	B+	5	3.3	3.8	Satisfactory
83-86	B	4+	3.0	3.5	Satisfactory
80-82	B-	4	2.7	3.2	Satisfactory
77-79	C+	3+	2.3	2.8	Mediocre
73-76	C	3	2.0	2.5	Mediocre
70-72	C-	3-	1.7	2.2	Mediocre
67-69	D+	2	1.3	1.8	Poor
63-66	D	2	1.0	1.5	Poor
60-62	D-	2	0.67	1.2	Poor
Below 60	F	1	0.0	0	Very Poor

Therefore, as stated in the chart above, the school will be using subject-specific IB criteria to indicate levels of achievement in the Diploma Programme. At the end of each term, students will be issued with a percentage grade (100 %) for each subject entered, which will be converted into a 1-7 scale as mentioned and indicated above.

Award of the Diploma

Core requirements

- Students must study six subjects, plus the three core subjects—EE, TOK, and CAS. They must accumulate no fewer than 24 points from assessment in these subjects, in addition to grade stipulations.
- They must meet all of the additional requirements.
- They must meet all of the requirements within a maximum of three examination sessions.
- Candidates who successfully meet these conditions will be awarded the diploma.
- Candidates who take the diploma in multiple languages may be eligible for a bilingual diploma.
- Each subject is graded 1–7, with 7 being the highest grade.
- TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma point matrix to contribute between 0 and 3 points to the total.
- CAS is not assessed but must be completed to pass the diploma.
- The overall maximum points from subject grades, TOK, and the EE is therefore 45: $((6 \times 7) + 3)$.
- The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

Core Points Matrix

The core is worth between zero and three points towards the overall diploma points. The candidate can also fail to achieve the diploma certificate if they obtain a grade E in either TOK or EE or if they do not complete CAS. The number of points is calculated using the table below.

Core points matrix:

TOK/EE	A	B	C	D	E or N
A	3	3	2	2	FAILING CONDITION
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	

E or N	FAILING CONDITION	
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In addition to the overall achievement grade the following evaluations are determined to help communicate strengths and areas for growth

- Teamwork
- Personal organization
- Ability to meet deadlines
- Work habits
- Effort

These are graded based on the following level of improvement 1 through 4 scales

1. Not yet approaching expectations
2. Approaching expectations
3. Meeting Expectations
4. Exceeding expectations

Additional requirements

There are several additional requirements for the award of the diploma:

- CAS requirements have been met.
- There is no “N” awarded for TOK, the EE, or a contributing subject.
- There is no grade E awarded for TOK and/or EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
- The candidate has not received a penalty for academic misconduct from the final award committee

Bilingual Diploma

In addition, students who have completed these conditions through multiple languages may be eligible for a bilingual diploma. **A bilingual diploma will be awarded to a successful candidate who fulfills one or more of the following criteria:**



- Completion of two languages selected from the studies in language and literature subject group with the award of grade 3 or higher in both languages.
- Completion of one of the subjects from the individuals and societies, or sciences subject groups in a language that is not the same as the candidate's nominated studies in language and literature language.
- The candidate must attain a grade 3 or higher in both the studies in language and literature language and the subject from individuals and societies, or sciences subject groups.

The following cannot contribute to the award of a bilingual diploma:

- An extended essay
- A school-based syllabus
- A subject taken by a candidate in addition to the six subjects for the diploma (“additional subjects”).

Achievement Grades

Overall Achievement Grades of A through F are assigned based on criterion-referenced standards specific to the subject rather than by comparing students against each other and are based on the student's most consistent performance related to those expectations, with an eye to their most recent performance. Student learning is evaluated at the end of the marking period based on the whole course rather than a few aspects.

The Achievement grades are based on the following criteria

Language A:

- Content
- Organization
- Style and Language Usage
- Critical thinking skills/ Creative expression

Language Acquisition:

- Oral Communication
- Visual Interpretation
- Comprehension
- Writing

Individuals and Societies:

- Knowledge
- Concepts



- Skills
- Organization and Presentation

Sciences:

- Demonstrating Knowledge and Understanding
- Applying facts, concepts, methodologies, and techniques
- Formulating, analyzing, and evaluating
- Experimenting, researching, and investigating

Mathematics:

- Knowledge and understanding of the subject
- Application of knowledge and skills
- Communication - both oral and written
- Investigation

The Arts:

- Knowledge and understanding of the subject
- Application of knowledge and skills
- Reflection and evaluation
- Personal engagement

Each of these criteria should be defined in each class, and for each assessment.

Documentation and Reporting

Conferences

- **Parent Orientation Meetings:** These are held at the beginning of the school year and are designed to inform parents about the school's program, classroom routines, and management strategies.
- **Teacher-parent conferences:** are held throughout the academic year whenever necessary, but at least three times a year, in October, January, and April; Parents may request additional parent-teacher conferences at any time during the year. Whenever a teacher is concerned about a student's performance, the teacher will contact the parents to request an additional parent-teacher conference.
- **Three-way conferences:** are to be held once a year after the first term ends, usually in *January*. The student, parents, and the teacher collaborate to establish and identify the student's strengths and areas for improvement. This may lead to the setting of new goals, with all determining how they can support the achievement of the goals. Before the conference, the students are responsible for

reflecting upon work samples they have chosen to share, that have been previously selected with guidance and support from the teacher and could be from the student's portfolio.

- **Student-led conferences:** The Student-Led Conference is a meeting in which the students use their Portfolio as a basis for discussion with their parents about their learning. The conferences allow students to play an active role in the reporting process and communicate their progress to their parents. The teacher will usually not participate in the Student-Led Conference; however, she/he will be present as a facilitator, if necessary, but not as the reporting authority. At the end of the conference, the parent and the student may fill in a form that describes strengths, goals, and strategies for improvement. Each class will schedule one Student-led Conference per year that will take place after the Second progress report, which will usually be in April.
- **Portfolios:** Portfolios are a collection of student artifacts that represent individual learning (not evaluative data). Portfolios will be used to document student growth and provide a continuum for students to track their learning process and define their growth as a learner. Each grade level will establish essential agreements for what will be included in the portfolio and will determine how they will share IB traits. All products in the Portfolio should be dated. The student portfolio should include self-assessments, draft and final form exemplars, reflections, and samples to show growth over time. Teachers will be responsible for monitoring student portfolio content, both for the teacher-selected and student-selected entries. During Student-led conferences, **students select 2-3 items from their portfolio to share with their parents.** They discuss what they have learned and how it ties into an IB attitude or attribute. Students can select items and learning goals, with help from their teacher, before the conference. This is completely student-led and a celebration of student learning.

Written Report Cards

- **Progress Report:** Sent in the middle of each term to the parents as a follow-up procedure that gives parents an idea about the progress of their child's learning and progress
- **Written Final Report Cards:** Written reports are sent home in January, April, and June, by the end of each trimester. All teachers contribute to the written reports. Thus, IBDP students will receive formal semester grades after semesters 1, 2, and 3. Students will receive a grade from 1-7.
- **The reports** will be issued at the beginning of the second week of January and will be followed by the parent-teacher conference in the third week of January, as well as in mid-April and at the end of June before the summer vacation. Generally, parents can schedule a conference with a teacher at any time, provided they have contacted the IBDP Coordinator to arrange for one.
- **Semester grades** are awarded in the context of the entire course expectation. Their marks are not to be averaged but are to be, in the professional judgment of the subject teacher, and the current level of understanding of the student.

- **Moderation in-school:** Teachers should, where possible, collaborate in moderating Gateway IBDP Summative tasks and IA tasks.
- **School System** for monitoring student grades, absence (excused \ unexcused), and monitoring the frequency of posting marks by teachers.

Implementation, Evaluation, and Review of the Assessment Policy

- To provide consistency in teaching and learning at Gateway International Montessori School, and to align assessment practices with the IB philosophy and expectations, this document was produced in a collaborative effort in 2021 and is one of the focus areas of SY 2021 -22. The policy is revised every three years by the School Principal, IB Coordinators, and the senior academic leadership team. The policy was revised in SY 2023-24 to comply with the MYP assessment requirements.

The main questions for faculty discussion with the whole IB faculty should be:

- What is an 'A' – what does it mean for an assessment to be 'excellent'?
- How do our grades compare to IB grades within Gateway International Montessori School and around the world?
- How do we define teamwork, ability to meet deadlines, etc.?
- How do we keep assessment fair and equitable for all, for example, differences between teachers, and second language learners vs. native English Speakers?

Teacher collaboration will be crucial to

- Discuss samples of student work
- Discuss the application of criteria and levels of achievement to ensure fairness and common understanding
- Evaluate student work and seek confirmation from colleagues
- Seek feedback from students using feedback surveys etc.
- Use teacher moderation for summative tasks
- Make sure the policy becomes a working document

Support for assessment

The following documents link to and support this assessment policy:

Academic Honesty Policy

Academic honesty and personal integrity are fundamental components of a student's education and character development. Gateway expects that students will not cheat, lie, plagiarize, or commit other acts of academic dishonesty in any assessments, no matter the type or the stakes.

Academic dishonesty and malpractice may take many forms, and these, and their consequences and procedures, are set out in **Gateway Academic Honesty Policy**.

Whole Language policy

Gateway teachers are all language teachers and, for many of our students, the language of instruction is not their native tongue. In terms of assessment, students must understand assessment task requirements and rubrics. Teachers will adequately prepare students for assessments by actively developing language and vocabulary knowledge, and focusing on command terms and the type and 'burden' of response they demand, both generally and specific to their subjects.

Students with literacy support needs have access to the After School Support Program tutorials for assistance with content-specific vocabulary and literacy.

Special Education Needs (SEN) Policy

Inclusive education constitutes an integral part of the school's policy. Gateway only allows students with varying degrees of learning difficulties to enroll in the support system. Also, we acknowledge that many learning difficulties are not identified until students are already enrolled in the school, even at the senior school level. Hence, it is important that we keep provisions for their assessment as well. Gateway SEN and Inclusion Policy states all that is related to our special needs students.

However, as is stated in our general and Special Education Needs, and Admissions Policies, we are not equipped at Gateway to handle cases of severe learning disabilities, physical mobility disability that requires ramps and/or elevators, and severe visual impairment. We may accept students having moderate learning challenges such as autism, dyslexia, epilepsy, ADD, minor physical disability, and mobility impairment.

The following actions could be taken to support a candidate with special assessment needs:

- Guidance on careful choice of subjects that are suitable to the student's condition, academic strengths, and desired academic or vocational pathway;
- Arrangements for approving and appointing a scribe, reader, prompter, practical assistant, or communicator, as and when necessary, who may assist them as per IBO guidelines;



- Additional time may be authorized for written examinations and certain activities connected to internal assessment according to the candidate's assessed needs;
Consultation with the school counselor;
- Consultation with teachers concerned at an early stage in a candidate's study of the Diploma Programme;
- With the Coordinator, the student and their families, develop an Individual Education Plan;
- Specific SEN strategies/support attention in class from the normal class teachers. This is made Possible by our small classes;
- Providing differentiated lessons where appropriate and enacting Individual Education Plans ensuring access to after-school subject tutorials;
- Additional time to complete assignments during the two-year program (for example, the extended essay, the theory of knowledge (TOK) essay, language A essay) etc.;
- Consider the option of pursuing the certificate course, which will involve studying fewer subjects.

Academic Support and Assistance:

Gateway teachers recognize their role in preparing students to complete the required subject area assessments. As such, teachers develop and adjust their curricula, according to the relevant subject area assessment criteria, with the assessments in mind.

The formative assessments teachers use to determine students' strengths and limitations in accessing the required content knowledge and skills, provide needed support in making progress toward mastery, and allow students to actively engage in and reflect on their educational experience in each class.

While preparing students for the summative assessments, teachers in each subject area use a variety of formative assessments to scaffold student development of content knowledge and skills. Additionally, regular after-school tutorial sessions are run in each subject whereby students are able to get one-to-one or small-group support in meeting the course expectations. Care is taken to ensure that, to the degree possible, scheduled tutorials in one content area do not conflict with scheduled tutorials in another. Moreover, many teachers make themselves available through other means to assist students in their educational experience.

Student at Risk Support

The Coordinator will use assessment results, summative assessment results, feedback, and teachers' evaluations to identify students who are likely to receive less than 3 out of 7 in the IB programs or 60% in the American section in any subject. The Coordinator will identify and meet with specific students, and their families, that are deemed 'at risk' towards the end of term 1 or DP1 for DP students. These

meetings aim to positively and constructively reflect on students' strengths, weaknesses, and approaches to learning, and develop an action plan for success.

Excellence Awards

It is one of the central beliefs at Gateway that students possess great potential for personal achievement, and we hold it as our duty to support our students' development into high-achieving and well-rounded global citizens. Gateway International Montessori School Excellence Awards are one of the many ways that the school encourages students to aim high in all of their pursuits. To be eligible for the Gateway Excellence Awards, students should not only achieve high academic standing but also demonstrate that they have a consistently positive attitude and that they are dedicated and socially responsible citizens.

Honors Requirements:

Academic Obligations:

- An average between 96 and 100% for High Honors.
- An average between 90 and 95% for Honors.

School Attitude and Behavioral Standards:

- No unexcused absences
- No excessive tardiness
- No Suspensions
- General positive attitude and behavioral standards as determined by subject teachers

Continuous Professional Development for Teachers

Gateway values the importance of continuous professional development for teachers to enhance teaching and learning. The teachers attend workshops that provide training in the instruction and assessment of IB courses. IB teachers consult IB subject guidelines and use the IB Programme Resource Centre to share best practices with other IB teachers from around the world. Teachers of common IB subjects/groups collaborate on internal assessments, as well as moderate their work to ensure consistency of application of the IB rubrics. Copies of previous IB DP exams, mark schemes, and annual IB subject reports are provided to teachers to guide their instruction.

Assessment – roles and responsibility

- The timely setting, development, details, submission and collection process, and grading scheme are planned and announced in the course description.

- The teachers provide feedback to students depending on ongoing formative assessment.
- Feedback recording and safe storage of students' internal assessment work is the responsibility of the individual class teacher.
- The DP Coordinator is responsible for facilitating the collaborative document 'Key dates calendar', for DP Year 1 and Year 2 separately, and to have this published to the Gateway IBDP community at the beginning of the academic year.
- Developing or sourcing IA tasks that will appropriately allow students to achieve the highest grades is the responsibility of the subject teacher.
- The DP Coordinator is responsible for informing individual subject teachers of which IA work is needed for external moderation.
- The timely and correct completion of the required IA forms for students' IA work is the responsibility of the individual subject teacher.
- The DP Coordinator is responsible for collecting, storing, and sending to the relevant location, all IA subject samples, IA work (such as Extended Essays), and IA documentation by the deadline specified in the IBDP Handbook.
- The Theory of Knowledge Coordinator (TOKC) is responsible for the confirmed submission via the electronic/online portal of TOK essays by the deadline.
- The DP Coordinator is responsible for the confirmed receipt, and safe and secure storage, of exam papers and exam material. The DP Coordinator will organize the scheduling, resourcing, and staffing of the exam session, and communicate this to the Gateway IBDP community via a published exam timetable. The DP Coordinator is then responsible for the sending of completing exam papers to the relevant locations and on time.
- The IB will only accept work for assessment or moderation that has been authenticated and constitutes the final version of that work. This authentication should take place before work is uploaded for assessment/ moderation. DP teachers are responsible for supporting candidates in the preparation of their work for assessment and for ensuring that all candidates' work complies with the requirements of the subject guide. Therefore, teachers (or supervisors in the case of

extended essays) are well placed to judge whether a candidate's work is authentic. Gateway IB teachers will use Turnitin, or any plagiarism-checking site, as a plagiarism detection software tool, to check student's work. Students are provided with their own accounts and are encouraged to check their own work before submitting it to the teacher regardless of the subject.

Future Developments and Review

Developments are identified annually by the coordinator in the subject development plan and reviewed by the Senior Management Team by the beginning of each academic year.

Next Review

July 2024

A copy of this document will be made available to teaching staff and in addition a copy to parents upon request. Comments from members of the school community are welcome, to assist with the development of Assessment and Record Keeping at Gateway International Montessori School. These comments should be directed to the senior academic leadership team, school principal, IB coordinators, and stage coordinators.

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