

AL JAZEERA ACADEMY



MIDDLE YEARS PROGRAMME

ASSESSMENT

2009-2010

TABLE OF CONTENTS**PAGE**

Assessment & The Middle Years Programme	3
Assessment Policy at Al Jazeera Academy	4
Reporting To Parents – MYP Assessment Criteria	5
Academic Reporting – General Grade Descriptors	6
Subject Specific Grade Boundaries	7
Non Academic Reporting	8
Reporting and Report Cards	9
Reporting the Personal Project	14
Reporting the Community & Service Programme	14

Assessment & the Middle Years Programme

Assessment in the MYP is an integral part of teaching and learning. Assessment is the collection of information regarding student progress in relation to identified learning outcomes. Assessment is essential to allow teachers and students to identify strengths and weaknesses. The purpose and means of assessment is clearly explained to students.

The following types of assessment are used at Al Jazeera Academy:

1. **Diagnostic Assessment** - Also called placement assessment, is used to place students in the appropriate grade level. Teachers also use diagnostic assessment to find out what students already know about a topic before teaching the unit.
2. **Formative Assessment** – Ongoing assessment aimed at providing information to guide teaching and improve student learning.
 - Formative assessment is not used in calculating a grade for a student.
 - Examples of formative assessment include homework, class participation
3. **Summative Assessment** – The culminating assessment for a unit of work, designed to provide information on the student's achievement level against specific objectives.
 - Summative assessments are directly based on subject specific criteria.
 - Examples of summative assessment include presentation, extended pieces of writing, tests, research essays, projects, etc.

Formative and summative assessment:

- Allows both the student and teacher to assess what the student can do, and how he/she can use knowledge, concepts and skills.
- Measures the application of knowledge, concepts and skills rather than recalling facts
- Reflects achievement against criteria for the subject
- Involves student participation and reflection.
- Provides students an opportunity to analyse their own learning and to recognise what areas need improvement.
- Is based on agreed standards of performance suitable for the grade level. (Year level)
- Is informative for students, parents and teachers, and provides direction for further instruction.
- Provides equal opportunities for all students to be successful.
- Provides an opportunity for students to take responsibility for their own work, their own learning and their own actions and reflect upon these actions to make improvement.

Assessment Policy At Al Jazeera Academy

1. Student assessment will be both formative and summative and will occur on an ongoing basis.
2. Diagnostic assessment will be completed to formally assess students and determine the efficacy of program standards.
3. Appropriate summative assessment will reflect common planning and the development of common assessments for units of study within each subject area. The same shall apply for formal summative examinations where they are age appropriate.
4. Summative assessments will be moderated within departments to insure consistency in grading when there is more than one teacher.
5. Examinations will be conducted in a manner consistent with the IB regulations. Every effort will be made to insure students have adequate time for preparation and review.
6. Whenever possible, no student shall write more than two formal examinations in one day.
7. Student assessments should reflect a variety of measures that give balance to the summative assessment (tests, essays, presentations etc.) consistent with the criteria established for each subject.
8. Student assessment will be completed according to explicit criteria established at the beginning of each unit of study and assessed using published rubrics.
9. PYP and MYP students will be assessed academically as well as in terms of the Learner Profile or ATL skills as appropriate.
10. Reporting of student assessment will be completed using a report card consistent with the aims of the PYP, the MYP and the DP.
11. Formal reports will be issued to parents at the end of each term and will be followed by a student led, parent-teacher or three-way conference.
12. Assessment and reporting will meet the requirements of the Supreme Education Council of Qatar.
13. Grading of students will be completed to recognise and reward exemplary performance, determine subject distinctions, honour lists, and scholarship recipients as appropriate.
14. Reports and/or transcripts of student grades will be retained at the school in both electronic and hard copy format and will be available to students upon graduation or transferring schools upon request for a nominal fee.
15. Culminating activities, the exhibition in PYP, the Personal Project in the MYP, and the Extended Essay in the DP, will be completed by all students.

Reporting to Parents

Middle Years Programme Assessment Criteria

Students will be assessed in eight MYP subject areas in Years 7-11. Each subject area has specific criteria to be assessed. Below are the subject groups and the associated assessment criteria. Students are assessed against the work that is produced using clearly explained rubrics. Since the MYP is student centred, students are not assessed against work produced by other students.

ARTS (Visual Arts, Performing Arts/Dance & Drama)		Marks for each criteria
Criteria A	Knowledge & Understanding	Maximum 8
Criteria B	Application	Maximum 10
Criteria C	Reflection & Evaluation	Maximum 8
Criteria D	Personal engagement	Maximum 8

HUMANITIES		Marks for each criteria
Criteria A	Knowledge	Maximum 10
Criteria B	Concepts	Maximum 10
Criteria C	Skills	Maximum 10
Criteria D	Organisation & Presentation	Maximum 8

LANGUAGE A		Marks for each criteria
Criteria A	Content (receptive and productive)	Maximum 10
Criteria B	Organisation	Maximum 10
Criteria C	Style & Language Mechanics	Maximum 10

LANGUAGE B Foundation & Standard (Arabic B & French B)		Marks for each criteria
Criteria A	Speaking & Listening/Oral Communication	Maximum 8
Criteria B	Speaking Language/Oral Communication	Maximum 8
Criteria C	Writing Message & Organisation	Maximum 8
Criteria D	Writing Language	Maximum 8
Criteria E	Reading Comprehension	Maximum 16

MATHEMATICS		Marks for each criteria
Criteria A	Knowledge & Understanding	Maximum 8
Criteria B	Investigating Patterns	Maximum 8
Criteria C	Communication in Mathematics	Maximum 6
Criteria D	Reflection in Mathematics	Maximum 6

PHYSICAL EDUCATION		Marks for each criteria
Criteria A	Use of Knowledge	Maximum 8
Criteria B	Movement Composition	Maximum 6
Criteria C	Performance	Maximum 10
Criteria D	Social Skills & Personal Engagement	Maximum 8

SCIENCES		Marks for each criteria
Criteria A	One World	Maximum 6
Criteria B	Communication in Science	Maximum 6
Criteria C	Knowledge & Understanding of Science	Maximum 6
Criteria D	Scientific Inquiry	Maximum 6
Criteria E	Processing Data	Maximum 6
Criteria F	Attitudes In Science	Maximum 6

TECHNOLOGY (ICT & Design Technology)		Marks for each criteria
Criteria A	Investigate	Maximum 6
Criteria B	Design	Maximum 6
Criteria C	Plan	Maximum 6
Criteria D	Create	Maximum 6
Criteria E	Evaluate	Maximum 6
Criteria F	Attitudes In Technology	Maximum 6

Academic Reporting

There are three reporting periods at Al Jazeera Academy: Term 1, Term 2 and Term 3. The Term 1 and Term 3 report is a progress update using subject specific criteria and the appropriate numerical values provided by the IBO to provide information to students and parents as to how well students are generally meeting the expectations of the course. The Term 1 and 3 report also provide information on what the students are studying. The Term 2 report is a full report not only showing the subject specific criteria and appropriate numerical values provided by the IBO but also contains personal statements written by the teacher. Students receive a final grade only at the completion of the course. The final grade is indicative of the student's best sustained performance in the course.

General Grade Descriptors

At the **end of a course**, students are assigned a final 1-7 grade. 1-7 grades will be included on all three reports in the year as an indicator of individual progression for each subject. However Term 3 report will have the final yearly grade for each subject area. Final 1-7 grades are broad grade descriptors that provide information about the skills and knowledge mastered by a student.

Grade 7	The student always produces work of an excellent quality by fully meeting specific subject criteria. A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
Grade 6	The student always produces work of high quality and meets subject specific criteria. A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
Grade 5	The student usually produces work of a high quality and meets most specific subject criteria. A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
Grade 4	The student usually produces work of a satisfactory quality and meets some of the specific subject criteria. A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. there is occasional evidence of the skills of analysis, synthesis and evaluation.
Grade 3	The student produces work of an inconsistent quality but there is some attempt at meeting specific subject criteria. 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 in normal situations with support.
Grade 2	The student generally produces work of poor quality and does not meet specific subject criteria. Very Limited achievement against objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
Grade 1	None of the standards above has been reached.

Subject Specific Grade Boundaries

The IBO grade boundaries will be used to determine a final 1-7 grade in each subject. The following page provides an explanation as to how grades are calculated.

MYP Grade Boundaries

Language A		Language B		Humanities		Sciences	
Grade	Boundaries	Grade	Boundaries	Grade	Boundaries	Grade	Boundaries
1	0-4	1	0-8	1	0-7	1	0-5
2	5-9	2	9-16	2	8-12	2	6-11
3	10-14	3	17-23	3	13-18	3	12-18
4	15-19	4	24-30	4	19-23	4	19-24
5	20-23	5	31-36	5	24-28	5	25-28
6	24-27	6	37-42	6	29-33	6	29-32
7	28-30	7	43-48	7	34-38	7	33-36

Mathematics		Arts		Physical Education		Technology	
Grade	Boundaries	Grade	Boundaries	Grade	Boundaries	Grade	Boundaries
1	0-4	1	0-6	1	0-5	1	0-5
2	5-8	2	7-10	2	6-10	2	6-9
3	9-12	3	11-14	3	11-15	3	10-15
4	13-17	4	15-21	4	16-20	4	16-21
5	18-21	5	22-25	5	21-24	5	22-26
6	22-25	6	26-29	6	25-28	6	27-31
7	26-28	7	30-34	7	29-32	7	32-36

Non Academic Reporting

We believe at Al Jazeera Academy that student success is also a result of a number of different factors. Attendance, arriving to school on time, punctuality to class, good class behaviour, class participation, proper homework completion, organisation, time management, effort, positive attitude to work and to school and a willingness to learn are all factors in student academic performance. As a result the student report card includes grades in the following areas of Approaches To Learning: Behaviour, Effort, Punctuality, Attitude to learning and Cooperation. The grade for each area is based on a rubric that has been developed by the school and is designed to provide further information on student performance.

Behaviour, Effort, Punctuality, Attitude To Learning and Cooperation

In addition to reporting on subject-specific criteria a behaviour grade will be assigned for each subject. The behaviour grade is based on the teacher's professional observation of the student. To progress to a higher level the student must meet both of the criteria in the previous level.

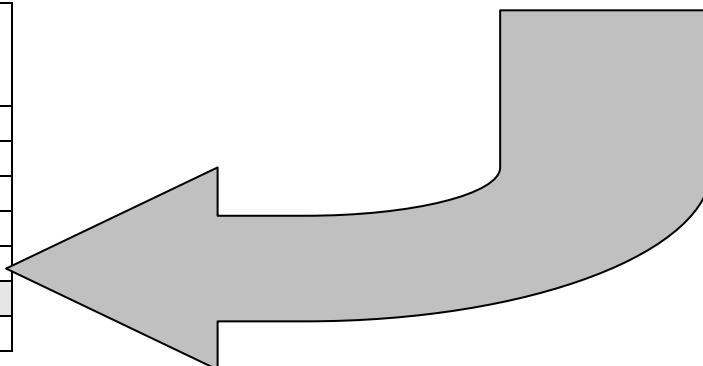
Grade	Descriptor
NI Needs Improvement	<p>The student has demonstrated consistently inappropriate behaviour in class.</p> <p>The student has demonstrated very little effort in class.</p> <p>The student is always late to class .</p> <p>The student has demonstrated a consistently negative attitude to learning</p> <p>The student does not cooperate with others.</p> <p>. Overall the student....</p> <p>Behaves in a way that hinders the learning process for themselves and others.</p> <p>Shows little or no interest in the work and/or often fails to meet deadlines</p> <p>Immediate Action needs to be taken to improve ones own attitude to learning in order to make progress</p>
AE Approaching Expectations	<p>The student has demonstrated inconsistent behaviour in class but is making an attempt to improve..</p> <p>The student has demonstrated an inconsistent effort in class.</p> <p>The student is sometimes late to class.</p> <p>The student has demonstrated inconsistent attitude to learning</p> <p>The student sometimes cooperates with others effectively</p> <p>Overall the student...</p> <p>Is easily distracted at times from his/her work and easily distracts others</p> <p>The student can work well on their own, away from distracting others</p> <p>The student is making an effort to change his/her behaviour and has shown evidence of beginning to respond in a positive manner</p> <p>Sometimes shows interest in the work and/or misses deadlines.</p>
ME Meets Expectations	<p>The student usually behaves in an appropriate manner</p> <p>The student makes an effort in his/her work.</p> <p>The student has demonstrated being punctual most of the time</p> <p>The student has demonstrated good attitude to learning</p> <p>The student cooperates with others.</p> <p>The student is usually working to the best of his/her ability. Overall the student...</p> <p>Overall the student...</p> <p>Behaves well and contributes when possible.</p> <p>Ensures work is done in accordance with deadlines</p> <p>Behaves appropriately in class.</p> <p>Meets expectations with an appropriate behaviour ethos</p>
EE Exceeds Expectations	<p>The student has demonstrated being consistently excellent with their behaviour</p> <p>The student is consistently working to the best of his/her ability. Effort is excellent</p> <p>The student is consistently punctual to lessons</p> <p>The student has demonstrated excellent attitude to learning</p> <p>The student always cooperates with others in an effective, caring and supportive way.</p> <p>Overall the student...</p> <p>Participates positively in lessons and makes valuable contributions</p> <p>Is extremely interested in the work and consistently meets deadlines</p> <p>Behaves excellently in class and is a model to others.</p>

A student is enrolled in the following courses and his/her best sustained performance is recorded as “Student Grade”.

ARTS

ARTS (Visual Arts, Performing Arts/Dance & Drama)		Marks for each criteria	Student marks
Criteria A	Knowledge & Understanding	Maximum 8	6
Criteria B	Application	Maximum 10	8
Criteria C	Reflection & Evaluation	Maximum 8	7
Criteria D	Personal engagement	Maximum 8	7
		Total out of 34	28

Boundaries (based on criteria)	Final Grade (1-7)
0-6	1
7-10	2
11-14	3
15-21	4
22-25	5
26-29	6
30-34	7



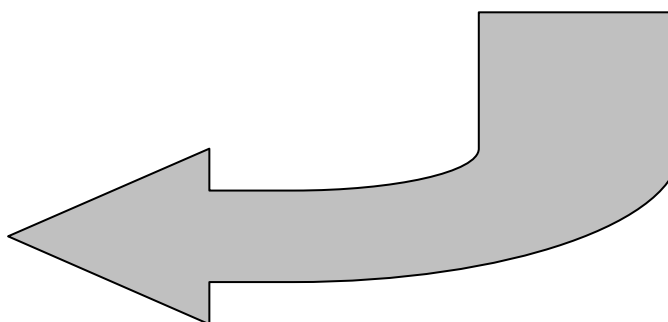
The student would receive a final grade of 6 in this course. Overall, student achievement can be summarized as.....

Grade 6	The student always produces work of high quality and meets subject specific criteria. A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
----------------	--

HUMANITIES

HUMANITIES		Marks for each criteria	Student marks
Criteria A	Knowledge	Maximum 10	6
Criteria B	Concepts	Maximum 10	6
Criteria C	Skills	Maximum 10	6
Criteria D	Organisation & Presentation	Maximum 8	5
		Total out of 38	23

Boundaries (based on criteria)	Final Grade (1-7)
0-7	1
8-12	2
13-18	3
19-23	4
24-28	5
29-33	6
34-38	7



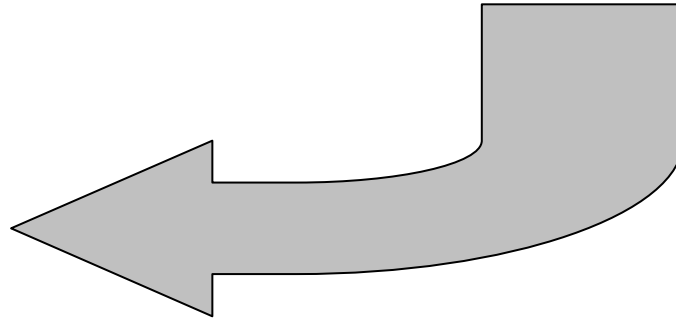
The student would receive a final grade of 4 in this course. Overall, student achievement can be summarized as.....

Grade 4	The student usually produces work of a satisfactory quality and meets some of the specific subject criteria. A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. there is occasional evidence of the skills of analysis, synthesis and evaluation.
----------------	--

LANGUAGE A

LANGUAGE A		Marks for each criteria	Student marks
Criteria A	Content (receptive and productive)	Maximum 10	2
Criteria B	Organisation	Maximum 10	4
Criteria C	Style & Language Mechanics	Maximum 10	6
		Total out of 30	13

Boundaries (based on criteria)	Final Grade (1-7)
0-4	1
5-9	2
10-14	3
15-19	4
20-23	5
24-27	6
28-30	7



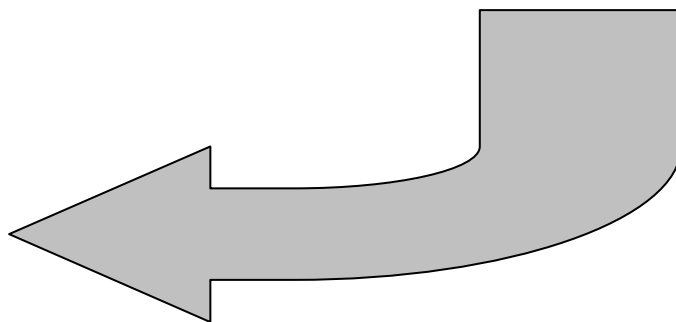
The student would receive a final grade of 4 in this course. Overall, student achievement can be summarized as.....

Grade 3	The student produces work of an inconsistent quality but there is some attempt at meeting specific subject criteria. 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 in normal situations with support.
----------------	--

LANGUAGE B

LANGUAGE B Foundation (Arabic B)		Marks for each criteria	Student marks
Criteria A	Speaking & Listening	Maximum 8	6
Criteria B	Speaking Language	Maximum 8	7
Criteria C	Writing Message & Organisation	Maximum 8	8
Criteria D	Writing Language	Maximum 8	5
Criteria E	Reading Comprehension	Maximum 16	15
		Total out of 48	41

Boundaries (based on criteria)	Final Grade (1-7)
0-8	1
9-16	2
17-23	3
24-30	4
31-36	5
37-42	6
43-48	7



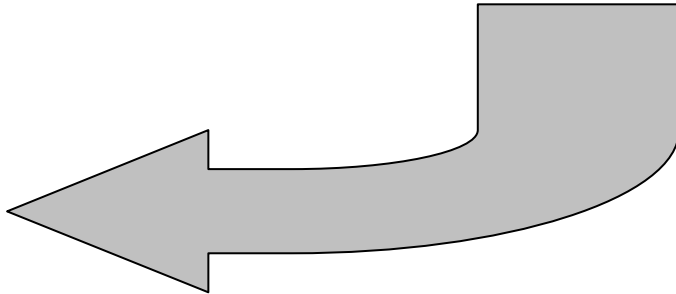
The student would receive a final grade of 6 in this course. Overall, student achievement can be summarized as.....

Grade 6	The student always produces work of high quality and meets subject specific criteria. A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
----------------	--

MATHEMATICS

MATHEMATICS		Marks for each criteria	Student marks
Criteria A	Knowledge & Understanding	Maximum 8	8
Criteria B	Investigating Patterns	Maximum 8	7
Criteria C	Communication in Mathematics	Maximum 6	5
Criteria D	Reflection in Mathematics	Maximum 6	6
		Total out of 28	26

Boundaries (based on criteria)	Final Grade (1-7)
0-4	1
5-8	2
9-12	3
13-17	4
18-21	5
22-25	6
26-28	7



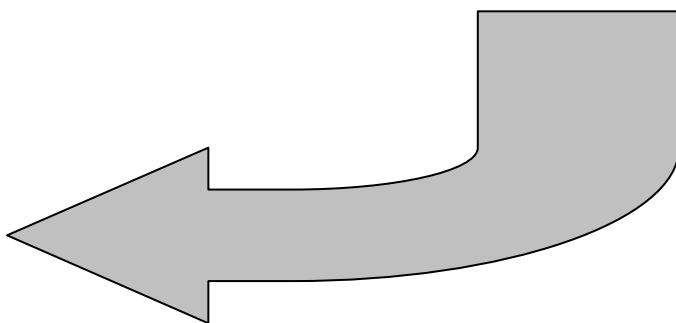
The student would receive a final grade of 6 in this course. Overall, student achievement can be summarized as.....

Grade 7	<p>The student always produces work of an excellent quality by fully meeting specific subject criteria. A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.</p>
----------------	---

PHYSICAL EDUCATION

PHYSICAL EDUCATION		Marks for each criteria	Student marks
Criteria A	Use of Knowledge	Maximum 8	6
Criteria B	Movement Composition	Maximum 6	3
Criteria C	Performance	Maximum 10	6
Criteria D	Social Skills & Personal Engagement	Maximum 8	6
		Total out of 28	21

Boundaries (based on criteria)	Final Grade (1-7)
0-5	1
6-10	2
11-15	3
16-20	4
21-24	5
25-28	6
29-32	7



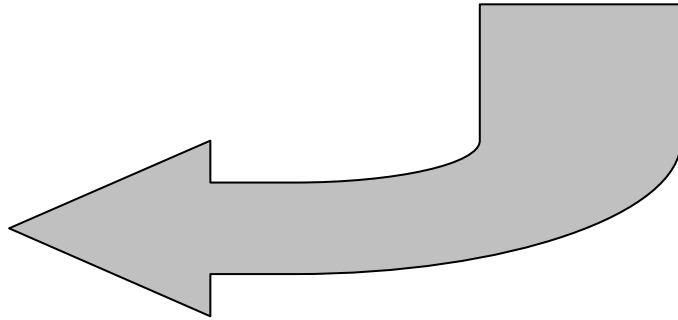
The student would receive a final grade of 6 in this course. Overall, student achievement can be summarized as.....

Grade 5	<p>The student usually produces work of a high quality and meets most specific subject criteria. A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.</p>
----------------	---

SCIENCES

SCIENCES		Marks for each criteria	Student marks
Criteria A	One World	Maximum 6	3
Criteria B	Communication in Science	Maximum 6	4
Criteria C	Knowledge & Understanding of Science	Maximum 6	3
Criteria D	Scientific Inquiry	Maximum 6	4
Criteria E	Processing Data	Maximum 6	3
Criteria F	Attitudes In Science	Maximum 6	4
		Total out of 36	21

Boundaries (based on criteria)	Final Grade (1-7)
0-5	1
6-11	2
12-18	3
19-24	4
25-28	5
29-32	6
33-36	7



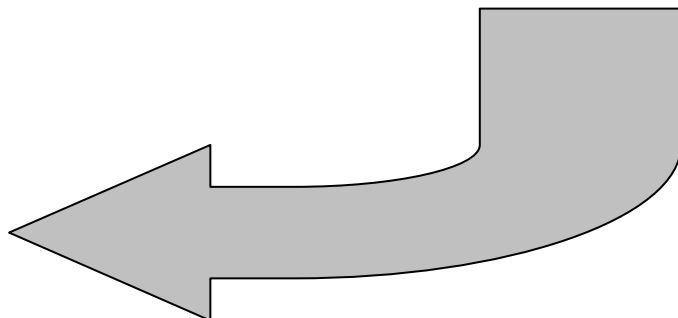
The student would receive a final grade of 4 in this course. Overall, student achievement can be summarized as.....

Grade 4	The student usually produces work of a satisfactory quality and meets some of the specific subject criteria. A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. there is occasional evidence of the skills of analysis, synthesis and evaluation.
----------------	--

TECHNOLOGY

TECHNOLOGY (DT & ICT)		Marks for each criteria	Student marks
Criteria A	Investigate	Maximum 6	2
Criteria B	Design	Maximum 6	2
Criteria C	Plan	Maximum 6	3
Criteria D	Create	Maximum 6	4
Criteria E	Evaluate	Maximum 6	2
Criteria F	Attitudes In Technology	Maximum 6	1
		Total out of 36	14

Boundaries (based on criteria)	Final Grade (1-7)
0-5	1
6-9	2
10-15	3
16-21	4
22-26	5
27-31	6
32-36	7



The student would receive a final grade of 4 in this course. Overall, student achievement can be summarized as.....

Grade 3	The student produces work of an inconsistent quality but there is some attempt at meeting specific subject criteria. 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 in normal situations with support.
----------------	--

Reporting MYP

Approaches to learning
target areas.
EEExceeds Expectations
MEMeets Expectations
AE..... Approaching Expectations
NI..... Needs Improving
NA – Not Assessed

Sciences	
Grade	Boundaries
1	0-5
2	6-11
3	12-18
4	19-24
5	25-28
6	29-32
7	33-36

Sciences				MYP GRADE - 4	
Assessment Criteria	Mark	ATL	Mark	Comment	
A) One World/6	3	Behaviour	EE	In TERM 3 this section will have a personal report written by the student and teacher. In TERM 1 & TERM 2 this section will have a generic report written by the teacher stating what student has achieved in their subject area.	
B) Communication in Science/6	5	Effort	AE		
C) Knowledge and understanding/6	4	Attitude	AE		
D) Scientific Inquiry/6	4	Cooperation	ME		
E) Processing Data/6	3	Punctuality	NI		
F) Attitudes In Science/6	3				



Reporting the Personal Project

For the first intake MYP students in Year 10 during the 2010-2011 academic year. For the first and second report card, the student will be assigned a progress indicator by his/her Personal Project supervisor. On the third report card, the student will be assigned a final achievement level by a team of MYP teachers, based on the criteria set out in the *Personal Project Guide*.

In order to qualify for the MYP certificate, a student must achieve a minimum of 3 on the Personal Project. A failing grade on the Personal Project will be counted towards the overall number of failures when determining whether a student needs to be retained. A fail on the Personal Project is defined by the IBO as an achievement level of less than 3.

Reporting the Community and Service Programme

Students from years 7-10 will complete one Community and Service Project per term, as outlined in the "Community and Service Programme Handbook and Student Handbook". The projects will be assessed, according to the rubric provided in the "Student Booklet", by the homeroom/advisory teacher.

The student's overall MYP achievement level for each project will be recorded on the student's report card in terms 2 and 3. In addition, there will be an overall indicator of whether or not the student has passed or failed the requirement for that year. Meeting the school's requirement is defined as having received a minimum achievement level of 3 in both of the projects.

Failure to complete the Community and Service projects requirement is considered here at Al Jazeera Academy as a failure in a subject. Failure of a project is defined as receiving a 0, 1 or 2 achievement level on the rubric. A failing achievement level in either of the two projects will be counted towards the total number of failures that are used to determine whether a student needs to be retained.

All information contained in this booklet is deemed accurate at the time of printing. Students and parents will be notified of any changes via the school website www.aja.edu.qa

Information on the MYP has been taken and adapted from the IBO and from the OCC at www.ibo.org.

The following documents have been used to produce this document;

MYP From Principals Into Practice Guide (2008) IBO

MYP Coordinators Guide/Handbook 2008-2009, 2009-2010 IBO

Personal Project Guide (2009) IBO

Second language acquisition and mother tongue development: a guide for schools (2008) IBO

IB Learner Profile Booklet (2006) IBO

MYP Language A Guide (2009) IBO

MYP Language B Guide (2008) IBO

MYP Humanities Guide (2005) IBO

MYP Sciences Guide (2005) IBO

MYP Mathematics Guide (2009) IBO

MYP Arts Guide (2009) IBO

MYP Physical Education (2007) IBO

MYP Technology (2008) IBO

Martin McCurrach MYP Coordinator Al Jazeera Academy Dec 2009