



Achieving Excellence Together

BAT MYP ASSESSMENT POLICY



# BRITISH ACADEMY OF TUNIS

**MYP ASSESSMENT POLICY**

**2023/2024**



Achieving Excellence Together

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**\*BAT: British Academy of Tunis**



## **BAT Mission**

British Academy of Tunis is engaged in preparing inquisitive, well-informed, caring, and internationally well-educated students who would be aware of a cross-cultural environment and very much tolerant of it as future global citizens. We value intellectual curiosity and independent, critical and creative thinking to promote learners' potential and maximize their growth. We train our learners to be compassionate, ethical, respectful of differing views, beliefs, and cultures, and responsible individuals who positively contribute to the well-being of global communities concerned with making a difference.

## **BAT Vision**

Our vision at BAT is to foster a distinguished learning community committed to excellence, innovation, collaboration, life-learning, and tolerance. We inspire our students to become creative, caring, and compassionate members of a global society. It also involves educating all students to the highest levels of academic achievement to reach and expand their potential and prepare them to become productive and responsible students with solid ethics.

## **BAT Values**

British Academy of Tunis (BAT) believes effective teaching and learning both take place in a safe and structured educational environment. BAT practices a holistic approach to education where students, teachers, and families are unified in the educational best interests of all students. BAT's model for success incorporates the right for each student to become a reflective, well-informed, and open-minded inquirer with solid principles. Our values involve attributes representing a wide range of human capacities and responsibilities surpassing intellectual development and academic success. Our students are meant to be considerate, skilled communicators and potentially leading examples of future world citizens. All students and teachers at the British Academy are treated with respect regardless of gender, age, race, religion, or nationality. We are a community, and we achieve excellence together.

## **BAT principles**

- A – ability nurtured, flourishes**
- C – curiosity fostered, grows**
- H – honesty is the best practice, and our policy**
- I – integrity, led by example**
- E – excellence takes unending work**
- V – veracity is the foundation of education**
- E – encouragement is provided by all of us together**

## **Philosophy and Beliefs**

British Academy of Tunis (BAT) recognizes that teaching, learning and assessment are fundamentally interdependent. Learning outcomes should be explicitly stated for each unit of work/assignment/course, and these should be the pivot around which the whole course is developed.

BAT believes that assessment

- Monitors the progress of student learning and achievement
- Produces coherent feedback for students, parents and external institutions
- Informs curriculum and assessment review

BAT recognizes that students

- Have differing learning styles;
- Have different cultural experiences, expectations and needs;
- Perform differently according to the context of learning;
- Need to know their achievements and areas for improvement in the learning process;
- Should receive feedback that is positive and constructive.

Throughout the curriculum and instructional process assessment should

- Account for a variety of learning styles;
- Be differentiated to account for the diverse backgrounds of learners;
- Provide a wide variety of different assessment opportunities, and to be relevant and motivating to students;
- Be criteria-related using published, agreed, learning objectives mandated by the IB and made clear to students by teachers before tasks begin;
- Measure what students understand, what they can do and what they know;
- Be both formative (to assist students in building understanding, skills and knowledge) and summative (to assess students' acquired understanding, skills and knowledge);
- Be on-going and reflective;
- Allow students to evaluate their progress and set targets for improvement;
- Allow the school to evaluate the measure of success in meeting specific learning objectives;

## **Assessment Guidelines**

1. All assessments at BAT are being modulated to become fully criterion-related; however, the MYP uses distinct schemes and subject specific criteria. The final report card levels of the MYP are out

- of 100. IB Grade boundaries are still not applied to determine the final level out of 7.
2. All internal assessment should be designed to be formative in nature for the student and summative where appropriate.
  3. Each assessment activity must allow students' access to the full range of achievement descriptors. This may be achieved by assessing students against all strands within a descriptor, or by formulating assessment tasks that evaluate a limited number of strands.
  4. For the MYP, students and parents will be provided with their own copy of MYP criteria for each subject. Students must be forewarned which criteria will be used by the teacher to evaluate any work turned in for assessment. Teachers should help students understand what is required of them to fulfill the criteria for a particular piece of assessed work. Teachers will clarify to the students how the criteria apply to the task. Assessment rubrics should be developed and applied to all summative assessment tasks. These rubrics should link the subject criteria's level of achievement descriptors with task-specific clarifications. A well-constructed rubric should:
    - Support learning by providing clear guidance;
    - Provide transparency to the process for students, their families and teachers;
    - Provide clear, measurable evidence of learning;
    - Link generic descriptors and their command terms to task-specific clarifications.
  5. Feedback to students should be provided within 5 working days after work has been submitted. It should also be supportive.
  6. Teachers must keep a clear and accurate record of all assessment activities. For the MYP, evidence of formative assessment in preparation for summative assessment should relate to subject criteria. Both formative and summative assessments will occur within a single grading period.
  7. Within the Secondary School, grading is undertaken positively and consistently in relation to clear subject criteria. Teachers look for evidence of what students know and understand. Teachers always reward alternative but equally valid answers that contain coherent ideas which are relevant to the question. Any mark scheme used should not be considered exhaustive.
  8. When using criterion-related assessment, student answers are placed where the majority of descriptors correspond to the student's work. If the descriptors include many strands of an objective and student performance is at a high level on most of the strands but not all of them, teachers adopt a "best-fit" model. If most of the performance was, for example, at the 5–6 level, and yet student's work on a particular strand was missing, teachers might consider reducing the overall performance to a lower band. If a piece of work seems to fall between two level descriptors, only partially

fulfilling the requirements of the higher descriptor, teachers will re-read both of the descriptors in question and choose the descriptor which is a ‘best fit’ description of the student's work.

9. If a teacher suspects that a student is guilty of malpractice, he/she should not award a level of achievement and refer to the school’s Academic Honesty Policy for further guidance. If a teacher, or another member of staff, suspects that a MYP student may have breached the school’s standards of academic honesty (see school Academic Honesty policy and form signed by parent/guardian), he or she will inform the relevant IB Coordinator. The latter will investigate the matter and will inform the student of the concerns of the teacher, giving the student the chance to reply to the accusations. If it can be shown that inappropriate work has been submitted, the IB Coordinator will determine whether or not the case is one of academic dishonesty, or of an academic infringement. Again, in line with the IB’s policy and practice, the determining difference between these two possibilities will be one of intent. In serious or contested circumstances, the School board of governors will decide the outcome of the case.

## Facilitating Assessment

MYP teachers should refer to the “Assessment” section in IB MYP from Principles to Practice.

### Supporting Assessment: BAT’s expectations of the student

The teacher can expect the student to

- Be on-time to class and fully prepared for assessment activities ( only 5-minute delays are tolerated);
- Respect others’ right to learn and to collaborate constructively with peers;
- Submit any required work—homework, class work, assignments and projects, etc.—on time and with due diligence;
- Present work neatly and appropriately, i.e. general written work should be completed in blue or black ink, and diagrams should be in pencil and/or colored pencils.
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### Supporting Assessment: BAT’s teacher’s expectations

The student can expect the teacher to

- Clearly identify the requirements for each piece of work, providing students with task specific clarification of relevant assessment criteria/rubrics;
- Provide adequate time for students to complete any given assessment task;
- Provide adequate access to any materials necessary for the successful completion of any assessment task;
- Assess all work appropriately and return it to students as soon as possible (within 5 working days maximum). For more detailed work, especially in the completion of MYP projects,



teachers may take more than one week to return work.

### **Supporting Assessment: BAT's parents' expectations**

The school encourages parents to offer constructive and positive support as their children complete their school work. However, this support should not go so far as to compromise the authenticity of the child's work.

The school recommends that:

- A student should be provided with a quiet space at home and adequate time to complete their school work;
- A student should have access to a computer and Internet.

### **Internal and External Assessment**

Internal and external assessment is a feature of the IB MYP. Internal assessment is undertaken by all Secondary School teachers; external assessment involves teachers and/or coordinators sending candidate work to IB examiners for assessment. The MYP relies uniquely on internal assessment.

### **Awarding Term Grades**

In each subject, the award of a summative term grade requires the translation of a variety of criteria-referenced grades awarded through each term into a single 7 (high)-1 (low) grade. Each subject has specific criteria and these criteria are measured on numeric scales, which differ by subject/course. Teachers of each Department must have these criteria clearly identified in their curriculum documentation. This would apply to BAT MYP starting from next school year 2023/2024.

### **Awarding Grades for the IB Middle Years Programme**

The translation of MYP criteria-referenced numeric grades into final 7 (high)-1 (low) term grades should be achieved by

- a- determining the most consistent level of achievement for each criterion achieved by the student during the course of each term;
- b- measuring the final criterion levels total against moderated grade boundaries, based on published IB MYP grade boundaries.

### **Awarding a "0" Level of Achievement**

An MYP candidate should only receive a level 0 if work is not described by the band descriptor for levels 1 and 2.



## Submission of Student Work

All summative assessment must be notified as a ‘task’ on the platform calendar. Students should be informed by email or via school platform. Notification should include the following features:

- Indication of task content and conceptual understandings;
- Form of the task, e.g. essay, report, presentation, podcast, oral, performance, etc.;
- The criteria to be assessed, with generic descriptors and task-specific clarifications;
- Task’s due date.

Ideally, at the beginning of each teaching unit the final summative assessment should be posted as a “task”. At a minimum, the summative task should be announced at least 14 days before the submission date.

Formative assessment, or non-summative assessment tasks to check for student understanding, may also be notified on the school platform, but are more usually expected to be notified via written task-sheets and/or via electronic forums. Notification of all formative tasks should include information about the teacher’s expectations and students should record due dates.

## Time, Procedure, Penalties

All work is expected to be submitted on the due date at the time specified. Work must be handed to the relevant teacher or submitted on line when requested.

It is the responsibility of the student to ensure that work has been received by their teacher.

There will be consequences for late submission of work. This can be determined by the professional judgment of classroom teachers and may take into consideration the following factors:

- The age of the student;
- Previous occurrences;
- The student’s academic history (e.g. whether the student has specific learning needs);
- Other personal circumstances.

Teachers are encouraged to liaise with Heads of Department (if any) and/or the MYP Coordinator if they have concerns over late/non-submission of student work.

Parents will be notified in writing when assessment is not submitted on the due date.

In serious instances/re-occurrences, the MYP Coordinator and school Principal will meet with students and parents. Work not submitted on time (without adequate explanation or





being unreasonably late) may be marked but with no credit recorded at the discretion of the teacher. The task may still be required to be completed in order to demonstrate an ability to meet the criteria for the task and course requirements. Incomplete work should be submitted on time despite not being finished. Extensions might be granted depending on the reasons of delay.

The following consequences for the late submission of tasks (without an acceptable excuse) apply to Grades 6-10.

<b>Days late</b>	<b>Consequence</b>
1-3 or first occurrence in a school year	Responsibility reminder issued and parents contacted by classroom teacher via the administration. Parents will be informed of the expectation that the work is still to be submitted by the new deadline. If the task is submitted by the new date students will receive feedback and grades will count towards their final MYP subject grade. This task will also be recorded as a late submission and will impact Approaches to Learning judgment on MYP reports.
4-9 or second occurrence in a school year	Parents are to be informed of this consequence by the MYP Coordinator. In the case of persistent lateness (i.e. more than one occasion), parents may be requested to come to school for a meeting with the MYP Coordinator and the subject teacher(s) involved.
10+	A non-submission will also be recorded for this task after 10 days; a zero will be recorded as the student has not shown evidence of reaching a level 1-2. Students may be placed on an individualized plan or contract to prevent future occurrences. Student transcripts will also reflect the non-submission of work.

If a student is absent, with a valid excuse documented, on the day work is due, he/she must submit the assessment item the following school day to the teacher. The task is still to be completed in order to demonstrate an ability to meet the criteria for the task and to meet the requirements of the course.

**Scheduling for missed assessment tasks**

When scheduling a time to complete a missed task, the teacher will take into account a student’s circumstances (e.g. recovery from a sickness) during his/her preparation time. In some cases an alternative task may be given. Each case will be reviewed individually before a decision is made.

**Extensions**

A student may request an extension through their classroom teacher prior to the due date. Students must have a valid reason for the request and, if approved, a new date will be set for submission.

## **BAT School Examinations**

At certain times of the school year, students in Grades 6-10 will sit for formal written examinations. The results of these examinations should be recorded as follows:

Grades 6-10 IB MYP students have end-of-year formal examinations for all subjects. Results of end-of-year examinations are recorded within the body of the annual report.

Please note: Teachers should give students clear guidelines concerning the material to be included in any summative examination and provide a clear explanation of the relationship between the examination and the end of year grade.

## **Reporting Assessment**

Full, written academic reports are issued for all students at the end of each term. Additionally, all students receive end of term reports in all subjects.

## **BAT School Examinations Guidelines**

### **General**

1. When instructed to enter the examination room, students must do so in a quiet and orderly manner.
2. No form of refreshment, except water carried in a re-sealable container, may be taken into the examination room.
3. Students may take to their desk/table only the following items:
  - General stationery (for example, pens, pencils, colored pencils, an eraser, geometry instruments and a ruler). Pencil cases must be clear (transparent);
  - Other materials specified by the school as required for a particular examination (for example, an electronic calculator).
4. The examination supervisor will decide where each student will sit during an examination.
5. Students must remain seated until permission is given to leave the examination room.
6. The instructions of the examination supervisor must be obeyed. The examination supervisor does not have the right to expel from the examination room any student whose behavior is interfering with the proper conduct of the examinations unless the decision is approved by the school Principal.

### **Late arrival**

7. Students will only be allowed to sit assessments only if they are less than 5 minutes late. No additional time will be allowed for students arriving late for the examination.

### **Temporary absence**

8. During a temporary absence, a student must not take any material out of the examination room, have access to material during the absence, or return with any material.

### **Malpractice**

9. During examination, and at other times specified by the examination supervisor, a student must not communicate with any other candidate. Failure to observe this regulation may constitute malpractice, resulting in no grade being awarded.
10. If a student finds that he or she has accidentally taken unauthorized material (papers, books, notes of any kind) into an examination room, this material must be given to the examination supervisor immediately. Failure to do so may lead to no grade being awarded for the examination.

### **Early departures**

11. Students will not be allowed to leave the examination room during any examination.
12. If a student leaves the examination before the scheduled finishing time, the student will not be allowed to return.

### **End of the examination**

13. No examination material—examination papers, answer papers, drafts, etc.—may be taken out of the examination hall.
14. Students must leave the examination room in a quiet and orderly manner.

### **Academic Honesty**

If a teacher suspects malpractice, he/she will refer to the school principal who will in turn refer to school's Academic Honesty Policy for guidance.



## Homework Policy

Homework is a necessary adjunct to classroom teaching, and all students can expect to receive homework on a regular basis. Homework is intended to reinforce work covered in class and to help students develop important habits of self-discipline, organization and self-reliance.

Homework assignments in Grades 6 -10 should be recorded in the student correspondence notebooks, and homeroom teachers will check the students' notebooks each week. The amount of homework given will vary across the school; as a general rule, Grade 6 students can expect approximately 5-7 hours of homework each week, Grade 7 students 6-8 hours and Grade 8 students 8-10 hours; Grades 9 and 10 can expect up to 15 hours.

The school does not operate a homework timetable for students, although deadlines for Grades 6 and 7 tasks that require considerable homework time are shown on the BAT academic calendar, including assessment dates. In line with our policy of fostering independent learning and striving to develop the dispositions of the IB Learner Profile, we promote a collaborative approach to the setting of homework, through which teachers will plan homework schedules at regular curriculum planning meetings and will, as appropriate, involve students in the setting of deadlines. Students are responsible for organizing their time appropriately to manage long-term projects.

Teachers expect homework to be done properly and punctually. Failure to do homework is treated seriously, and when completing homework is perceived to be problematic, the teacher will notify the student's homeroom teacher and the school Principal, who may require the student to forfeit his/her recess to complete the outstanding work, or be asked to attend homework after-school sessions. Parents will be notified should a student repeatedly fail to submit school work.