

## OUR VISION

- to equip our children to deal with the rapid pace of change taking place in the Iraqi society and to be able to cope with the violence and repression that has existed in Iraqi society since their grandparents' generation
- to instill in our children a culture of peace, tolerance and respect for others while understanding that we can all benefit from each other while maintaining our own principles, beliefs and values
- to help our children gain a better understanding of their own identity and principles and to be able to engage with others in a constructive way to aid in their own intellectual and personal development
- to give this generation of youth the knowledge, skills and attitudes necessary to help our society overcome the many challenges we face and to create a better society
- to help create a generation of young people who are proud of their ancient civilization which played such an important role in this world with the first laws and norms that respect the individual and personal freedoms.

## OUR MISSION

Our mission is to develop young people with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs. We stress the total development of each child: intellectual, social, emotional, and physical. We value intercultural understanding and international mindedness. We adhere to the philosophy and pedagogy of the International Baccalaureate programmes.

## GLOBAL UNITED SCHOOL ASSESSMENT POLICY

At **Global United School**, regular assessments are conducted as an integral part of the school's curriculum, in conjunction with planning, teaching and learning.

The school's assessment practices – both summative and formative - maintain a focus on developing the whole student and are used to enhance and improve the learning process.

The teacher will ensure that regular assessments are taking place with the aim to offer opportunities for students to reflect on what they have learned, transfer skills across disciplines and apply skills in real-world contexts.

**GUS believes that assessment:**

- monitors the progress of student learning and achievement
- produces clear and helpful feedback for students and parents
- informs Teaching and Learning
- should be linked to the IB Learner Profile and Approaches To Learning (ATLs);
- should be internationally minded;
- should be informed by inquiry-based learning and teaching practices.

**GUS recognizes that students:**

- have different learning needs;
- have different cultural, personal experiences and perspectives;
- perform differently according to the context of learning;
- need to know their achievements and areas for improvement throughout the learning process;
- should receive regular feedback that is positive and constructive.

**Effective assessment at GUS should:**

- be differentiated to account for the diversity of student learning needs;
- include a variety of different assessment opportunities;
- be criterion-referenced
- encourage PYP students to take an active role in their own assessment by co-constructing learning goals and success criteria;
- measure what students understand, what they can do and what they know;
- be both formative (assessment for and as learning) and summative (assessment of learning);
- be ongoing, timely and reflective;
- allow students to evaluate their progress and set goals for improvement;
- allow GUS to evaluate the measure of success in meeting specific learning objectives;

## Assessment Guidelines at GUS

1. All assessment at GUS should be criterion-related. PYP will use a combination of teacher and student developed criteria, while MYP will use subject-specific criteria published by IB. MYP students will receive a grade out of 8. On the final end-of-year report card, MYP students will be given a mark out of 7. PYP report cards use descriptors to indicate student achievement in subject areas (Emerging, Developing, Applying, Expanding, Extending).
2. Percentages are not consistent with criterion-related assessment and are not used at GUS.
3. For the MYP, students and parents should be given subject-specific criteria prior to each assessment. Students must be informed of which criteria will be used by the teacher for any work that is turned in for assessment. Teachers should explain the rubric to help students understand the command terms and the expectations for achievement in each section of the rubric. Teachers should also elaborate on how the criteria apply to the task and have task-specific clarifications. Assessment rubrics should be developed and applied to all summative assessment tasks. These rubrics should include the subject criteria's level of achievement descriptors with task-specific clarifications.
4. A well-designed rubric should:
  - a. Support learning by providing clear guidance;
  - b. Provide transparency to the process for students, their families and teachers;
  - c. Provide clear and measurable evidence of learning;
  - d. Link generic descriptors and their command terms to task-specific clarifications.
5. Each assessment task must allow students access to a full range of achievement descriptors. Students may be assessed either against all strands of the criteria or by specific strands linked to the task.
6. In PYP and MYP, teachers are expected to use a variety of assessment activities.
7. Feedback should be prompt (within 7 days of the work being submitted) and supportive. All teachers should keep a clear and accurate record of all assessment activities.
8. There are three types of assessment:
  - a. All assessments should support the teaching and learning that happens in the classroom. In order to gauge what students know at the beginning of a unit of study, teachers should engage in **Assessment for Learning**. This will allow teachers to design learning experiences to meet students at their starting level.
  - b. As a unit is progressing, teachers need to determine and document whether students are practicing and mastering the skills, concepts and understandings mapped out at the beginning of the learning journey. This **Assessment as**

**Learning** is a powerful formative tool that helps students and teachers identify strengths and weaknesses and helps in making adjustments in learning.

- c. **Assessment of Learning** is a summative assessment that compares student learning to predetermined criteria and possibly national/local standards. These summative assessments are and should be used in conjunction with formative assessment tools to help evaluate student learning.

## Observation in Kindergarten

The teacher observes younger student in order to:

- Build up a clear picture of the student and his or her interests
- Identify what and how the student is thinking and learning
- Assess the effectiveness of the environment on the student's learning
- Extend the student's learning

When observing, the teacher may record what the students say. By listening carefully to the dialogue between students, especially in dramatic play, the teacher can learn about their current interests, knowledge base, level of involvement and social skills. The teacher will share these observations with the students, with colleagues and with parents to know better the inner world of the student, analyze the interactions within a group, discover the student's strengths and difficulties, and reflect on the effectiveness of the practices used to implement the unit of inquiry and other classroom experiences.

It is important to identify the needs of each student and to view learning as a continuum, with each student achieving developmental milestones in different but relevant ways. Through listening and observing, areas of learning that the students particularly enjoy can be identified, and stimulating experiences can be planned to consolidate or further extend the learning.

## Recording Assessment Data

Teachers use a variety of assessment strategies and tools to gather and interpret information about a student's learning. All teachers at the Primary School have a system to record and monitor assessment data. In addition to these records, evidence of achievement and progress is present elsewhere such as student **portfolios and classroom displays**.

## Reporting Student Progress

Assessment findings are reported in the following ways;

### **Parent-Student-Teacher Conferences (3-way conferences)**

Parent-Student-Teacher Conferences will take place twice a year: Dec 3, 2022 and May 6, 2023. The main aims of this conference are to discuss how the student is progressing, share academic progress, and set goals for the rest of the year. 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 conference.

### **Portfolios**

Portfolios are purposeful collections of students' work designed to show evidence of student learning. Throughout the year, teachers and students regularly look over the student's work, select pieces that show progress and reflect on them. All pieces in the portfolio will be dated. The student and teacher are responsible for regular additions to and revision of the portfolio. The student portfolio will include self-assessments, draft and final-form exemplars, reflections and samples to show growth over time. There are a specific set of portfolio guidelines for classroom and single subject teachers.

### **Student-Led Conferences**

The Student-Led Conference take place on February 4<sup>th</sup>, 2023 and students use their portfolios as a basis to engage in 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. The teacher may be present as a facilitator, if necessary, but the student serves as the reporting authority. At the end of the conference, the parent and the student may together fill in a form that describes strengths, goals and strategies.

### **Progress Reports and summative reports**

The school year is divided into 2 semesters. In the middle of each semester the school sends home progress reports. Summative reports are sent home at the end of each semester. All teachers contribute to the written reports, indicating progress towards identified targets and commenting on areas of strength and areas for improvement. Relevant aspects of all essential elements of the program as well as the learner profile are included in the report.

### **Homework Policy**

In PYP, homework can be part of some students' learning journey. Homework may be used when the nature of the work precludes completion at school (interview a family member, gather artifacts showing your family culture, etc), or when a student requires extra practice with a particular skill. In this case, the classroom teacher and family will work together to design a homework program that is manageable and benefits the individual students' learning. Reading at home is a daily expectation of a GUS student to encourage a life-long habit. Recognizing the varying levels of literacy development, we recommend that parents read to students, or they may listen to an audio book, read by themselves or read with a family member.

We encourage you to read in your mother tongue. Research shows that this is the best way to support additional language learning.

In MYP, homework that is thoughtful, relevant and engaging can be a necessary adjunct to classroom teaching, and consequently all MYP 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.

However, there is a significant body of research that highlights how ineffective homework can be and how it can have a detrimental effect on student well-being. Therefore, teachers should consider these key questions before assigning homework:

- Do students understand the purpose and value of the assignment?
- Will all students be able to do the task independently?
- Is the assignment better done in class versus at home?
- How much time should this assignment take?
- What kind of feedback should I provide on the homework?

### **Homework and revision**

The amount of homework given will vary across the school based on the developmental needs of the student. GUS strives to ensure the well-being of our students and teachers takes this into account when assigning homework.

Typical amount of homework:

- Grade 6 students - up to 30 minutes per subject per week;
- Grade 7 students - up to 40 minutes per subject per week;
- Grade 8 students - up to 50 minutes per subject per week;

The school does not operate a homework timetable for students. In the spirit of fostering independent learning and striving to develop the attributes of the IB Learner Profile, we promote a collaborative approach to the setting of homework, where students are responsible for organizing their time appropriately to manage long-term projects. If there are concerns about homework, students are encouraged to speak to his/her class teacher (PYP) or his/her advisor (MYP)

If a student fails to complete a homework task, this is considered a level one behaviour incident. Depending on the task, the teacher may request the homework to be completed during lunch or after school, or the next day or by the end of the week. The teacher must keep records of such incidents. If the homework task is still not completed within the agreed timeframe, the teacher should escalate this to a level two behaviour and inform the student's advisor.

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