International School Dhaka

Assessment at ISD

The PYP, MYP and DP Programmes

(Reviewed: June 2021)

ISD Mission Statement

ISD is a community that

Empowers
students to be balanced learners through their voice and choice.

Inspires
learners to engage in authentic experiences to develop local and global understanding.

Embraces
positive values and encourages empathy and reflection.

ISD Definition of Learning

ISD embraces inquiry and collaboration which empowers learners to develop skills, knowledge and understanding that inspires positive change.

ISD Definition of International Mindedness

Awareness, Responsibility and Action for our Shared World

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."

PHILOSOPHY OF ASSESSMENT

At ISD, assessment is considered as integral to teaching, learning, planning and student progress. It is a collaborative process involving students and their teachers and is a key component of the home-school partnership. Although assessment practices differ across the three programmes, they are authentic, differentiated, and focused on maximizing student learning through feedback and developing the attributes of the IB Learner Profile. Assessment at ISD is aligned with the Principles of IB Assessment taking into account the context of the school, the needs of the students and providing regular feedback and reporting on progress to parents.

PURPOSE OF ASSESSMENT

The purpose of assessment is to provide feedback and inform teaching and learning. It functions as a means of tracking student progress against objectives by identifying what students know, understand and can do at different stages in the learning process. It involves the gathering and analysis of evidence on student learning to inform teaching practice and develop all aspects of the IB learner profile.

WHOLE SCHOOL ASSESSMENT PRACTICES

ISD recognizes effective assessment practices across the IB continuum..These common practices are laid out below with specific expectations for each programme delineated in the sections that follow.

- Assessment is **criterion-based**, teachers use descriptors and rubrics to identify student achievement levels against assessment criteria that is provided in advance.
- A wide variety of assessment **strategies** and tools are used regularly to determine the progress of all learners against learning objectives. These include but are not limited to observations, performance based assessments, anecdotal records, projects, presentations, and portfolios
- Assessments are structured to provide **authentic** performances of understanding that is based on real-world contexts
- Students are offered a **choice** to demonstrate their learning through different modes or methods, inclusive of technology.
- Opportunities to participate in and **reflect** on assessment are provided through self- and peer-assessment and reflection on assessment.
- Assessment provides regular **feedback**, through grades and comments to students and parents about a student's progress in learning.
- Teachers collaboratively create assessments and **analyse** assessment data to inform, improve and make adjustments to teaching and learning
- **Reporting** is based on holistic demonstration of student understanding throughout a period of learning
- Formal **communication** of assessment and progress takes place through multiple formats that include portfolios, grade notification, three way conferences and formal reporting.

- **Managebac** is the preferred platform for the recording, monitoring and reporting of assessment data.
- **Standardized** assessment in the form of MAP Testing takes place twice a year to monitor student growth on a wider scope. Test data is analysed and communicated with students and parents and stored on Managebac.
- Approaches to Learning (ATL) are explicitly taught and qualitatively reported on each reporting cycle
- Systems are in place to guide and support students through culminating programme requirements such as the PYP Exhibition, MYP Personal Project and DP Extended Essay.

Definitions

Formative Assessment - (Assessment for learning)
Formative assessment provides teachers and students with insights into the ongoing development of the students. Through effective formative assessment, teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students to achieve their maximum potential.

Summative Assessment (Assessment of learning)
Summative assessments are defined as the culminating assessment for a unit, term or course of study. A summative assessment is designed to provide evidence or information for evaluating student achievement against required subject-specific objectives.

PYP PRACTICES

Pre- assessment:

Collaborative Planning of Assessments
- Grade level teachers work collaboratively to design assessment tasks related to the Unit of Inquiry
- Units of inquiry and subject areas must include both formative and summative assessments
- All teachers use backward planning and decide the criteria to be used for the summative tasks and tools at the start of the unit/topic.
- Teachers select and use a variety of appropriate assessment tools that can include rubrics, continua, reflections, checklists, anecdotal notes and/or video
- Co-construct learning goals and success criteria with students when applicable
- *Pre-assessments are completed prior to starting a new unit, or concept to assist teachers and students determine prior knowledge*

Achievement Levels & Feedback
- Students are given choices for how they would like to share their learning, and/or tiered assessment tasks for differentiation

- Assessment data is recorded in a variety of ways that contribute to student learning and measures progress against learning objectives.
- Assessment data can include, reflections, rubrics, portfolios, checklists, /anecdotal evidence and Reading Running Records.
- A reflection of assessments are conducted at the end of every Unit of Inquiry, with the focus being the refinement and improvement of assessments
- Guidance for improving the quality and variety of assessments is provided by programme coordinators and teams/departments on an ongoing basis.

Reporting
- Students are encouraged to regularly discuss assessment, tests and homework with their parents and concerns can be directly addressed with teachers as they arise
- Students produce a Portfolio where work samples from across the curriculum, display the demonstration of learning and achievements.
- Three-way conferences occur twice a year and student led conferences once a year
- A progress report is released at the end of January, and the final report card in June.

MYP PRACTICES

Collaborative Planning of Assessments

- Formative and summative tasks are provided in all MYP subject units, based on the objectives chosen
- Select or recorded formatives are provided with feedback via MBac as comments or formative criterion grades.
- All summative and recorded formative assessments for a unit must be the same for all classes in the same grade level and subject
- Teachers provide structured timelines or milestones to support students to meet summative deadlines
- All summative assessments should be created collaboratively aligning with the unit statement of inquiry and chosen objectives
- All summative assessments must be accompanied by the subject assessment criteria and task specific clarification.
- Summative assessment tasks with criteria must be communicated to students a minimum of 7 working days prior to the deadline via Managebac
- Teachers must ensure that all strands of the four criteria are assessed at more than twice within the whole year
- Late or non-submission of summative assessments require students to complete an academic support session with teachers to catch up or complete the missed task. Parents are informed. If this does not occur NA is added to the task on Managebac.
- Students with Learning Support needs on an ILP will be provided accommodation or modification based on their ILP and in consultation with the advancement centre

- Grade 9 and 10 students complete a final exam that is based on the unit taught at the time in order to gain examination practice. Grades from the exam carry no extra weight and are considered as a regular summative assessment grade.
- Managebac Expectations outline requirements for teachers to effectively schedule assessments on student grade level calendars

Achievement Levels & Feedback

- All achievement levels awarded to students must be based on IB assessment criteria and the individual work of each student.
- A best fit approach is used when assessing students against the criteria. This is done through the following steps:
    - Teacher determines whether the first descriptor describes the performance of the student
    - If the work exceeds the expectations of the first descriptor, teacher determines whether it is described by the second descriptor.
    - This should continue until the teacher arrives at a descriptor that does not describe the student work
    - The work will then be described by the previous descriptor
    - Note: In some instances, student work may not have fulfilled all of the descriptors in a lower band but has fulfilled some in a higher band. In such instances, teachers must use their professional judgment to determine the descriptor that best fits the work.
- Written feedback and/ or achievement levels will be added on Managebac for recorded formative and summative assessment and communicated in a timely manner (within 7 working days) on Managebac
- Teachers must standardized summative assessments before final grades are posted on Managebac
- Once grades are posted, teachers click the button to inform parents and students

Standardization of Assessment
The standardization of assessment in the MYP as a whole and in the Personal Project increases the reliability of teachers' judgments, and promotes consistency in the application of the assessment criteria.
- All MYP teachers are expected to standardize summative assessment tasks, with subject teachers of the same grade level and subject.
- In the event that a subject in a grade level is taught by only one teacher, standardization should be conducted with the head of department or the MYP Coordinator.
- Standardization forms must be filled in by teachers and uploaded to the relevant unit resources on MBac and a copy shared with Head of department
- The steps of the standardization process are outlined below
    - Teachers select a sample of three students assessment responses that represent high/medium/low from both of the classes
    - Each teacher assesses the selected sample using the assessment criteria individually without any discussion.

- Teachers take individual notes and record the rationale for awarding grades for the selected sample.
- Teachers meet and discuss the grades and agree on a common understanding and approach to mark the summative assessment.
- Teachers complete the standardization form and attach to scanned samples of students assessments
- Teachers mark the rest of the student responses in their respective classes.
- Grades are entered onto managebac with comments within seven working days of the summative submission.

Reporting

- At each reporting cycle, teachers use summative data during the period to make a best fit judgement for each criterion. This is entered in the 'Submit term Grades' section in the MBac Gradebook
- All students are provided a brief comment in the two main reporting periods
- Reporting for ATL occurs on Managebac by selecting the ATL taught in the units within the reporting cycle.
- If an IDU assessment takes place within a term, IDU grades are entered by relevant subject teachers
- Three way conferences take place twice a year, providing direct feedback to parents and students
- Report data is analysed to determine students who could be of academic concern and/or placed on academic probation or academic honours.
- Further details can be found in Reporting Guidelines

DP PRACTICES

Collaborative Planning of Assessments

- Assessments follow the standards and criteria of the IB Diploma Programme as outlined in the respective subject Guides
- Summative assessment achievement levels are standardized by subject teachers before final achievement levels are awarded.
- For the purposes of the internal ISD gradebook, marking and reporting to potential tertiary institutions, the traditional IB 1-7 scale is matched with an internal ISD percentage grade (0-100%)
- Internal ISD percentage grades will be established at the beginning of each year through the collaborative formulation and use of conversion charts that are updated with the most recent IBDP grade boundaries (examples may be found below in supporting documentation).

Diploma Pathways & Assessment

- Students who do not plan to pursue the IB Diploma receive the same summative assessment schedule as their peers, and are afforded the opportunity to complete official DP world exams by request and with the counsel of the Secondary Principal and/or DP Coordinator.
- Modified and/or differentiated assessments are made available for Learning Support students who do not pursue the IB Diploma, with consideration
- Relevant accommodations may be requested and applied for (given appropriate documentation) with the IB for purposes of the world exams
- Students with Learning Support needs on an ILP will be provided accommodation or modification based on their ILP and in consultation with the ISD Advancement Centre

Feedback & Achievement Levels

- Recorded formative and summative assessments are provided with feedback via Managebac as comments or formative criterion grades within 7 working days
- Late or non-submissions require students to complete an academic support session with teachers to catch up or complete the missed task. Parents are informed. If this does not occur a zero ('0') is added to the task on Managebac.
- Deadlines for the Extended Essay, Theory of Knowledge (Presentation and Essay), Internal Assessments and FOA's/IOC's are firm, and missing the deadline will result in that component not being assessed - this may impact both the internal ISD grade as well as potential DP candidacy

Formal Exams

- Grade 11 (DP1) students complete a midterm exam (Term 1) and a final exam (Term 2).
- Grade 12 (DP2) students complete a midterm exam (Term 1) and a final exam (Term 2).
- All Internal Assessments and FOA's/IOC's/etc. deadlines are established through a DP calendar/timeline, with relevant files submitted to the DP Coordinator for upload to IBIS.

Reporting

- ISD uses Managebac to report to parents.
- Two formal written reports per year and two interim reports are released to parents through Managebac
- Report data is analysed to determine students who could be of academic concern and/or placed on academic probation or academic honours.
- Further details can be found in Reporting Guidelines

Assessments

Assessment in the DP presents a unique challenge. Ultimately *most* summative assessments for ISD DP students must be primarily based on the external (i.e. Paper 1, 2, etc.) and internal assessment methods from the IB course. These will most likely appear in the Managebac gradebook with the headings 'Paper 1' or 'IA' and carry a weighting that aims to match the overall weightings for each assessment component as published in the IB Subject Guide. Past paper questions may be used, however these should be modified to prevent opportunities for students to know the answers ahead of time.

However, ISD DP teachers are strongly encouraged to develop authentic inquiry-based assessments where possible. Such assessments (e.g. GRASP-style assessments) better allow for student choice and voice, and aid with fostering student engagement and development of related ATL skills. In such cases where a summative assessment diverges from the traditional IB paper-type assessment, teachers are encouraged to consult the 'Assessment Objectives' section of their relevant IB Subject Guide, as well as the markbands for the individual assessment components, in order to aid in drafting a grading rubric which follows the assessment criteria for the course.

Grading & Reporting

The ISD 0-100 score

ISD exclusively offers IBDP courses for students in the 11th and 12th grades. These guidelines describe grades to be put on an ISD transcript, which are expressed as a numerical score from 0-100.

Grading follows a practice of assessment guided by the DP Subject Guides and other IB materials. Through assessment, the student's level of achievement is determined using a raw score. For IB assessments, that raw score is distributed along a 1-7 scale according to DP grade boundaries.

Levels of achievement along the 1-7 scale correspond to the 0-100 scores reported on an ISD transcript. For individual DP subjects, the grade conversion below corresponds to levels of achievement according to the IB course grade descriptors.

Overall conversion

IB Grade	ISD Grade
7	96 to 100
6	90 to 95
5	80 to 89
4	70 to 79
3	60 to 69
2	50 to 59

1	49 and below

This 0-100 score is used for the ISD Secondary School Diploma transcripts and for the ISD report cards.

Weighting

ISD 11th and 12th grade students will sit a midterm and final (end-of-year) exam, weighted respectively at 10 and 20 percent of the overall grade for the course (as designated in Managebac Gradebook).

The faculty of each DP subject group will determine weighting for the remaining 70 percent of the grade, which should:
- reflect the rigor and scope of IB assessments;
- in terms of types of assessments, roughly reflect the weighted averages which compose the IB course grade (as published in the Subject Guide); and
- provide frequent and relevant feedback for students and parents on academic progress.

Conversion from raw scores to the ISD 0-100 scores

In each DP subject, raw scores for IB assessments are distributed along a 1-7 scale according to grade boundaries. Recent grade boundaries should be used to translate raw scores to the 1-7 scale, and then to a 0-100 score guided by the overall conversions above. Scores are placed within each 1-7 range according to the strength of raw score. Only assessments which reflect the rigor, scope, and composition of IB assessments should be converted using grade boundaries into the 0-100 ISD score.

Raw 0-100 percentages earned on non-IB assessments may be entered directly (in their appropriate non-IB gradebook category).

Faculty Departments are required to make Grade Conversion charts, informed by recent IB-published grade boundaries, which ease conversion for common IB assessments.

Recording grades in ManageBac

After setting up appropriate weights in ManageBac, faculty will set each assignment within any weighted category to have a maximum point total of 100.
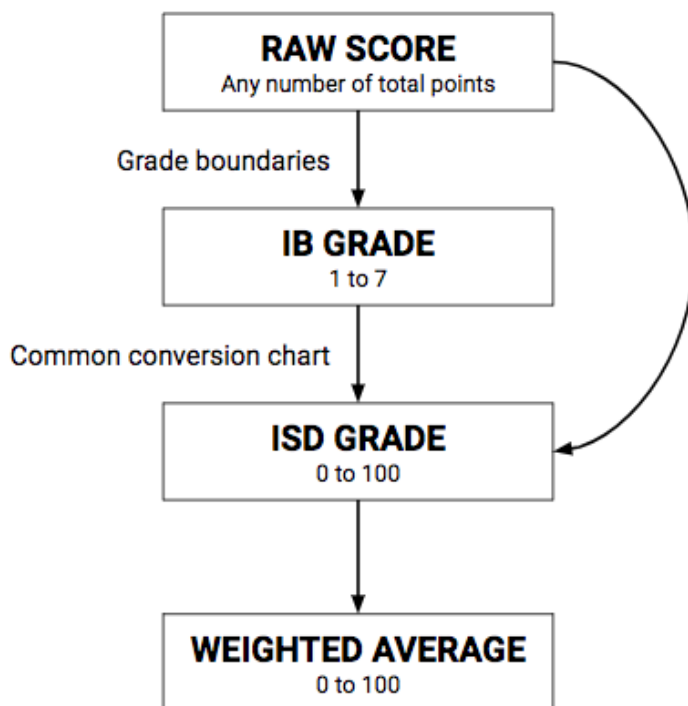
ManageBac will then weight the averages (as mentioned above in 'Weighting'). A guide to entering grades in ManageBac is found here.

For IB assessments (i.e. Paper 1, IA, etc.), faculty will convert the raw scores to the ISD 0-100 score using a conversion chart, and then enter the 0-100 grade (see arrows from "raw score" to "IB grade" to "ISD grade" to "weighted average" in the diagram below).

For non-IB assessments, faculty will then enter the raw percentage score achieved (see arrows from "raw score" to "ISD grade" to "weighted average" in the diagram below).

Formative 'comments-only' assessments in ManageBac will continue to be unmarked and will not contribute to the weighted average.

ManageBac will not interpret 0-100 scores into the 1-7 scale, because grades from non-IB assessments may be inadvertently converted. (Only IB assessments are to be interpreted along the 1-7 IB scale, as in section 3, above.) In ManageBac, "N/A" will appear under the IB grade for individual assessments.

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                ┌─────────────────────────┐
                │      RAW SCORE          │
                │ Any number of total points │◄─┐
                └───────────┬─────────────┘   │
         Grade boundaries   │                 │
                            ▼                 │
                ┌─────────────────────────┐   │
                │       IB GRADE          │   │
                │         1 to 7          │   │
                └───────────┬─────────────┘   │
   Common conversion chart  │                 │
                            ▼                 │
                ┌─────────────────────────┐   │
                │       ISD GRADE         │◄──┘
                │        0 to 100         │
                └───────────┬─────────────┘
                            │
                            ▼
                ┌─────────────────────────┐
                │   WEIGHTED AVERAGE      │
                │        0 to 100         │
                └─────────────────────────┘
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Predicting IBDP grades

The IB - and most universities - ask ISD faculty to predict the IB grade for a prospective candidate. The IB grade is expressed on a 1-7 scale and is distinct from the ISD 0-100 score.

Performance on IB assessments, including the midterm and final exams, informs prediction of IB grades. Performance on non-IB assessments (e.g., reading quizzes, homework assignments, etc.) does not inform predicted grades.

Predicted grades should be valid and based upon reliable evidence. Valid, in this context, means that the grade accurately represents student achievement against the assessment criteria. Reliable in this context means that assessment tasks accurately reflect DP expectations and test DP assessment objectives in a balanced way.[1]

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1 "UWC Atlantic College Assessment Handbook," September 2016.

Predicted grades are not a simple mean average of grades but based on the most valid and reliable of assessment tasks set against IB criteria.[2]

Predicted grades are a best reasonable case scenario. They are accurate against progress and not aspirational. Over-prediction is as unhelpful as under-prediction in assessing performance.[3]

DP Reporting

- At each reporting cycle, teachers use the final grade calculated in the MB gradebook (as an ISD percentage) for each student and record this in the comments section of the 'term grades' tab in MB.
- In case of students earning a borderline grade (e.g. 69/79/89%) teachers decide the final grade awarded based on the best fit with the 1-7 DP Grade descriptors. The percentage should be either rounded down to '_8%' (i.e. 88%) if the lower grade boundary stands, or raise the final percentage up to '_0%' (i.e. 90%) if the student best fits with the higher grade.
- All students are provided a brief comment in the two main reporting periods
- Reporting for ATL occurs on Managebac by selecting the ATL taught in the units within the reporting cycle.
- Three way conferences take place twice a year, providing direct feedback to parents and students
- Report data is analysed to determine students who could be of academic concern and/or placed on academic probation or academic honours.
- Further details can be found in Reporting Guidelines

RIGHTS & RESPONSIBILITIES

Pedagogical Leaders/ Coordinators
It is the responsibility of all IB programme coordinators to monitor the relevant programme assessment expectations and facilitate smooth implementation. Coordinators will be responsible for internal training of current and new teachers on the relevant programme assessment practices and expectations.IB coordinators will be members of the policy review committee on an annual basis. In the case of the IB Diploma, the coordinator is additionally responsible for the implementation of all procedures , rules and regulations associated with the IB world exams.

All IB programme coordinators are eligible for appropriate training related to leading the relevant IB programme. Coordinators will be supported in their role by the divisional Principal. Coordinators are members of the divisional leadership team.

Teachers
All IB teachers are responsible for designing, administering, evaluating and providing timely feedback on assessments that fulfil the expectations of the relevant IB programme as outlined in the subject / programme guide and the school assessment policy. Teachers are responsible for staying up-to-date on all

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2 *Ibid.*

3 *Ibid.*

school assessment practices and expectations. Specific responsibilities associated in each programme are outlined within this assessment policy (see each programme) and the divisional staff manual.

IB teachers are eligible for both internal and external IB training related to programme implementation and assessment practices.

Students
Students are expected to engage in all forms of assessments in order to gain feedback on their learning. Students must complete and submit tasks in a timely manner displaying academic integrity at all times.

Students are provided orientation sessions that outline MYP assessment. Subject teachers regularly inform students about appropriate assessment practices. The student handbook contains clarification for students on MYP and DP assessment practices. Students can seek clarification from teachers and coordinators when required and the complaints procedure can be followed for more formal concerns

Parents
All parents are expected to have clear ideas of the relevant IB programme assessment practices by attending parent information sessions, workshops and through reading the parent- student handbook. Parents are considered as partners in their child's learning and must ensure that students are supporting in completing all assessment tasks in a timely manner.

Parent information sessions and the Parent-student handbook provides clarification for parents on assessment expectations. Further information is shared in an annual assessment workshop and clarification provided during three way conferences and reporting.

POLICY REVIEW
The ISD assessment policy will be reviewed on an annual basis, for ongoing updates and formally reviewed every 3 years in line with board policy review.

Previous Review : December 2019
Last Reviewed : June 2021

WORKS CITED

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Guidelines for developing a school assessment policy in the Diploma Programme 2010
Making the PYP Happen International Baccalaureate Organization, 2007. PDF.
"Mission." *ibo.org*, International Baccalaureate Organization, 2019, ibo.org/ about-the-ib/ mission/.
MYP: From principles into practice. International Baccalaureate Organization, 2014. PDF.
PYP *: From principles into practice*. International Baccalaureate Organization, 2018 PDF.

APPENDIX 1

MYP Standardization Sheet

Grade level:
Course:
Teacher 1:
Teacher 2:

Please submit a copy of this form for each work submitted for moderation.

SAMPLE 1
Description of assessment task:

Teacher   *Criteria*

	A	**B**	**C**	**D**
Teacher 1				
Teacher 2				
Moderated				

Final standardized grade explanation:

SAMPLE 2
Description of assessment task:

Teacher   *Criteria*

	A	**B**	**C**	**D**
Teacher 1				
Teacher 2				

Moderated				

SAMPLE 3
Description of assessment task:

Teacher			*Criteria*	
	A	**B**	**C**	**D**
Teacher 1				
Teacher 2				
Moderated				

Final standardized grade explanation:

Reasons for achievement level:
Feedback for students:
What did we learn? (analysis of assessment task and data)

What are our next actions based on our learning?

- ❏ Scan form and moderated tasks.
- ❏ Upload to unit on ManageBac.

APPENDIX 2

APPENDIX 3

Managebac Expectations 2020-21

1.Managebac Tasks Description

The description box in a managebac task must be filled in to provide guidance to students. This can include detailed instructions or a link to a document that explains the task.

For summative assessment tasks, the ISD Summative task sheet template must be used and attached to the Managebac task, along with criteria and task specific clarification. Summative tasks must be set at least seven working days in advance.

For short formative tasks, a Managebac task should be set by the end of day before the date of submission. Where the formative task is significant and formative grades will be provided for the criteria, it is appropriate to provide clear guidance and instruction similar to that in the Summative task sheet template with more advance notice to students.

2.Grades & Comments on a Task (Gradebook)

For formative tasks, timely feedback should be provided in the form of grade or a comment. It is essential that the gradebook does not have tasks with no feedback/ comments. MYP does not use the 'points' feature on Managebac and must be avoided.

Summative Task Comments should include a reference to all of the criteria used in the task. The comment can include a reference to the student performance against the task specific criteria and a suggestion on how students can improve their performance for future tasks.

Grades and comments for summative assessments are recorded within 7 working days.

For the DP, if the task is graded, it should use the 0-100 scale matched to the grade conversion chart for each subject and in an appropriate category of the Managebac gradebook.

3.Summative Assessments and the Managebac Calendar
Both MYP and DP have a policy of a maximum of two summatives in a single day. Project-based summatives that have taken place over multiple class periods are exempt from this policy. Teachers should check the Managebac Calendar before setting a summative task due date to ensure that there are not already two summatives for that day.

4.Stream View
All unit based resources should be uploaded to the unit resources section on Managebacac. After uploading, the relevant file(s) can be dragged into stream view, so that students can follow and access resources in chronological order. Using stream-view is the preferred method to share resources in all subject classes across the MYP and DP.

5.Subject Class naming conventions (For the Managebac calendar)
Each formative and summative task should include the subject code and Grade level (i.e. "Hum10" or "Bio11") followed by a short task label.

Avoid using criterion titles (Criterion A) and criterion labels (A: Analysis). Instead name the task in a way that is recognizable to the student (e.g. "ELL7 Final Poem for Poetry Booklet", "Des8 Design Brief", "Econ11 Externalities Poster", etc.).

6.Homework & Reminders
Homework given to students - including completion of short-term deadlines within a task - must be set as a Managbac EVENT stating the subject code and due date. Where required, describe task requirements, provide links or resources and how and where to submit work.

Homework that helps to practice a skill, such as Math and Science should be scheduled for weekends using the Managebac Event. Creating an event on Managebac is critical to help students to manage their workload and to prioritise tasks.

7.Notifying parents/students when grades are entered
After comment feedback and/or grades are input in the gradebook under the specific assessment task on Managebac. On the top right of the screen click the button **Send Grade Notifications to parents.** This will automatically send the grade and comment feedback you provided for the individual student and parents' email address.

Ensure that all students in the class have Grades and comments filled in before clicking the button; where a student may have been absent for the task and a grade is not available it must be clarified in the comments along with the input of NA (Not assessed) in the gradebook.

8.Messages to student Groups
The ManageBac message feature in a class is used to communicate with student groups or to create an online discussion using the comment feature.For individual messages, use isd gmail.

Avoid using Managebac messages to remind students to complete a task (use Event) and to share resources (use streamview)

9. Unit Plan update
MYP and DP unit planners on Managebac are significant programme documents that are connected to horizontal and vertical scope and sequences, benchmarks and core programme requirements such as ATL, service and Interdisciplinary learning. Units must not be deleted or drastically changed under any circumstances, nor can new units be created in the MYP. Stage 1 of a MYP Unit planner cannot be changed without prior discussion with the MYPC.

Teachers can update and make change to the following sections of the unit planner
- Learning experiences
- Stream & resources
- Reflections

DP unit plans are still in development, and thus (unlike in the MYP) new units may be created. However, this should be in consultation with the relevant HoD, and must be aligned to the units in the Course Outline that is submitted to the DPC.

10. Unit Reflections
For each MYP Unit planner in all subjects, three unit reflections are required on ManageBac. *Before, During,* and *After* the Unit. Teachers may use the built-in Managebac reflection questions to help guide writing. In addition teachers can reflect upon wider topics such as the student wellbeing, International mindedness and school mission statement. Unit reflections should be used to improve and further enhance the unit and it is essential that teachers use reflections from previous years to make suitable adaptations in learning experiences.

Task Colour coding
Colour coding of tasks assists students in organizing their time. All subjects will use Black colour coding for summatives, Gray for project-based summatives (IA's in DP) and respective subject-wise colour coding as indicated in the table. These will be updated on Managebac at the beginning of the Academic year.

ALL SUBJECT SUMMATIVES		#000	
ALL PROJECT SUMMATIVES		#898989	
LL	Bengali	#7bcdc9	
	English	#7ca6d8	
LA	Bengali	#6ccff7	
	English	#00bff3	
	French	#00aeef	
I&S	Humanities	#bc8cbf	
Math	Standard & Ext	#c6df9c	
Arts	VA	#f49bc1	
	Music	#ef6ea8	
	Drama	#ef6ea8	
PHE	PE	#fdc68c	
Design	Design	#f7941d	
Science	Science	#fff799	

Setting Gradebook Categories in MYP

At the beginning of each year, HoDs will assign task categories for each subject which will be input on Managebac. The categories will represent the common types of assessment (both formative & summative for the subject group) and be coded based on the colours assigned to the subject **Categories**

Setting Gradebook Categories in the DP

For the DP you must allocate the gradebook percentages to each task category you designate. All DP courses (with the exception of Theatre and Visual Arts) must have a Midterm Exam (worth 10%) and Final Exam (worth 20%) category. Additional categories are flexible for apportioning the remaining 70% and will vary from course to course. However, it is **strongly** encouraged that your summative categories match the external and internal assessments for the course, as well as their relative proportions of the IB final grade. Therefore most courses will have a 'Paper 1' category (colored 'black') and 'IA' category (colored 'gray') that takes up a similar percentage of the total grade as is outlined in the Subject Guide. Homework can make up no more than 5% of the overall grade. All graded assignments must be on the 0-100% scale.

A sample breakdown is below:

Name	Label Color	Weight (%)
ATLs	#bc8cbf	10 %
Final Exam	#000	15 %
IA	#898989	20 %
Midterm Exam	#000	15 %
Paper 1	#000	25 %
Paper 3	#000	15 %

Reporting Guidelines

Best fit (MYP only)

Gradebook is where teachers enter regular grades that students achieve for their assessments and assignments. When it is time to report, the second tab 'Submit term Grades' must be clicked. Based on the grades that a student has achieved for a criteria, a best fit grade will be decided upon by the teacher for each criterion. Staff meetings will cover this process in detail during reporting cycles

IDU Grades Entry

Grades entry for IDU will initially take place on a googlesheet. Once completed , at reporting time these grades will be entered by one selected subject group teacher in order to avoid duplication. On Managebac 'Submit term Grades' select IDu grades on the top right corner or the screen for the IDU grade entry to appear.

Selecting ATL

Approaches to learning (ATL) do not appear against each student's report in the Term Grades tab in the MYP, unless they are selected by the teacher. At reporting each teacher should select the appropriate ATL addressed in the units taught and enable them in their class term grade report. Once this is done each student's ATL can be provided feedback.