



Assessment Policy

Section 1: Definitions and Philosophy

Assessment is the process of measuring students' knowledge and abilities, guiding planning, teaching, and learning. Effective assessment involves collaboration among students, teachers, and parents/guardians, with clear expectations and good communication. It places students at the center of their learning, allowing teachers to monitor progress, adjust instruction, and improve achievement.

IEC believes that assessment is a useful and continuous process, providing meaningful feedback to students is a means to improve their academic performance. It also enables teachers to implement suitable teaching strategies that accommodate differentiated academic standards. Assessment shall allow for a variety of learning styles, backgrounds, experiences, and needs.

In allocating assessment, teachers will ensure that students will have the adequate time to complete the required assessment. The number of concurrent assessments allowed for a grade level will be determined by the Head of School.

Purpose of Assessment:

Assessment serves various purposes, including:

- Providing a framework for delivering strategic feedback to support further development based on student needs.
- Informing teaching practices.
- Measuring student growth in achieving curricular outcomes.
- Providing coherent feedback to learners and parents.
- Offering learners feedback on their learning for reflection.
- Evaluating the effectiveness of the learning program.
- Engaging learners actively in self-assessment, reflection, and acting on feedback from peers and teachers to progress in learning.
- Promoting a deep understanding of subject content through real-world inquiries.
- Fostering the development of critical, reflective, and creative thinking skills.
- Reflecting the international-mindedness of the program by allowing assessments in diverse cultural and linguistic contexts.
- Cultivating positive attitudes towards learning and building confidence.
- Encouraging the development of higher-order cognitive skills.
- Assisting teachers and students in creating a clear understanding of each student's learner profile.
- Providing students and teachers with feedback on individual achievements and areas for improvement in future learning processes.
- Helping students understand what they need to improve and develop self-assessment skills.
- Indicating ways in which students can receive support.

Effective Assessment:

Highly effective assessment demonstrates the following characteristics:

- Authenticity: It connects learning to real-world contexts, promoting student engagement.
- Clarity and specificity: It includes clear learning goals, success criteria, and the learning process.
- Variety: It utilizes a wide range of tools and strategies appropriate for different purposes, providing a comprehensive view of student learning.
- Developmental: It focuses on individual student progress rather than comparing to others.
- Collaboration: It engages both teachers and students in assessment development and evaluation.
- Interactivity: Assessment involves ongoing and iterative dialogues about learning.
- Feedback for feedforward: It offers feedback on current learning to guide future learning, motivating students.

Formal IB Assessment and Classroom Grades

In the International Baccalaureate Diploma program at IEC (grades 11-12), students demonstrate learning through formal assessments that result in IB marks ranging from 1 to 7. In the IB Middle Years program (grades 5-10), assessments are designed by the school and teachers following IB guidelines and are also reported on a scale from 1-7. Throughout their school years IB students receive grades reported following the IB grading system.

Summative and Formative Assessment

Teachers at IEC use a combination of formative and summative tasks aligned with best practices and IB guidelines in addition to diagnostic assessment as follows:

Formative assessment helps monitor student progress towards meeting IB standards and provides meaningful feedback for improvement. It serves as the foundation for learning and prepares students for summative assessments at the end of a course or unit. Final semester grades reflect on the student achievement in their summative assessment tasks.

Criterion-Related Assessment

IB assessment at IEC follows a criterion-related approach, using rubrics to assess student work against specific levels of attainment. Assessment is aligned with the formal aims and objectives of the relevant IB subject.

Section 2: Summative Assessment of Learning at IEC

Defining summative assessment

Summative assessments occur at the end of a unit or course and summarize students' overall learning against a given standard. They are used for grading and measuring learning achievement.

Summative assessments are graded using IB assessment criteria. This provides specific information on students' progress towards achieving IB standards. Rubrics are shared in advance, clarifying expectations and guiding instruction.

Assessment models, sample work, and feedback to students

In the Diploma program, summative assessments often model the formal IB assessments. In the Middle Years program, teachers design summative assessments based on IB aims and objectives. Teachers provide samples of marked work, generating understanding of assessment standards. Feedback on summative assessments is related to the criteria and may take various forms.

Summative assessments and course grades

Summative assessments play a significant role in determining the final letter grade in an IB course. Teachers report achievement levels as per the school set boundaries and grading system. Teachers explain how IB grades are derived through various means, such as web pages or course materials.

Section 3: Formative Assessment for Learning

Defining formative assessment

Formative assessments provide feedback to enhance learning and achievement. IB teachers use various strategies to gather evidence of student progress towards specific learning targets.

The use of criteria and rubrics

IB subject criteria are used to shape formative assessment tasks, providing learning targets that inform achievement on summative tasks. Progress is communicated with clear distinctions between levels of achievement.

Student and teacher partnerships

Teachers provide descriptive and timely feedback on well-designed formative assessments, encouraging students to take an active role in their progress. Students develop self-awareness, seeking additional support when needed.

Formative assessments and course grades

Formative assessments play a lesser role in final course grades compared to summative tasks. Teachers work with colleagues to develop a fairly-weighted grading scale based on best practices and IB subject guides.

Section 4: Reporting and Documenting IB Achievement

To keep students and parents informed about their progress in meeting IB standards, quarter and semester report cards include IB marks (ranging from 1 to 7) for each subject. While teachers have the option to report IB achievement on mid-quarterly progress reports, it is not mandatory. These cumulative marks reflect a student's attainment of specific learning goals as assessed using IB rubrics found in the relevant IB subject guides. In the case of grades 5 to 10 in the Middle Years program, the marks are based on objectives derived from the assessment criteria in the subject guides .

It is important to note that these IB cumulative marks represent a student's current level of achievement in the course, as defined by IB. They do not reflect effort, motivation, or behavior, nor are they included in a student's transcript or permanent record. These marks have no impact on grade point average or class rank. Instead, they provide a means for the school and family to track a student's progress in a subject over time, identify areas of challenge, and develop appropriate support. Additionally, in the Diploma program, these marks can offer some predictive insight into a student's potential performance on official IB exams.

Students and parents can find information on how teachers determine IB cumulative marks by visiting individual teachers' websites. In most cases, the marks are determined based on one or more summative assessments graded according to IB criteria. In Diploma program courses, the marks may also consider student performance on official IB internal assessments, which are assessments designed by the IB but graded by the teacher and submitted to the IB as part of the student's overall IB mark.

Section 5: Responsibility and Evaluation

Students can expect a culture of accountability in the development of assessment protocols that inform their learning. Teachers regularly engage in collaborative

"professional learning communities" to discuss, clarify, and sequence learning targets for their classes. This collaborative effort helps in designing both formative and summative assessments that measure student progress toward these objectives.

All teachers have the responsibility to ensure that their classroom assessment practices align with the general guidelines outlined in the official IEC

IB Assessment policy. They may provide explanations on their course websites, distribute printed copies to students, or include them in the "Course of Study" outlines available in the "Written Curriculum" section of the school's IB website.

The IB coordinator is responsible for assisting instructors in implementing the policy by granting access to key IB documents and the My IB. The head of school is responsible for ensuring compliance with the policy and providing the necessary professional development for its implementation.

Section 6: MYP and DP in specific

Middle school section (grade 5 to 10)

Grading and Marking

Teachers use several kinds of assessments throughout the academic year ranging from (formative) or to (summative) to determine students' educational level

Students who fail to achieve the requirements of any course should sit and pass a makeup exam after informing the student and his / her parents to be able to progress for the following level

There is a clear marking criteria of each department ranging from percent grading; using a percentage scale (percent of 100), standards (Absolute –Standards) grading, and Mark- Schemes.

Recording

There is clear systematic documentation (recording) system of students' work that parents and students are aware of.

Parents' meetings to give oral feedback of students' level and progress

Each department highlights the main criteria to include in the third assessment (students' portfolio) depending on the nature of the subject

A planner is handed to teachers to record the marks clearly as well as an ICT system

- The recording of students' progress regularly
- Recording of students' attendance and fulfilling the assignments completely

Reporting

- Report cards that should be signed by the parents are handed to students following the Ministry of Education regulations. (Assessment 1 / 20 %, Assessment 2 / 20%, Assessment 3 / 20 % (Portfolio of student's work), Assessment 4 / 40 %) for a total of 100%.

- Teachers report students' work in a written form twice a year (at the end of each semester / February and July)
- Parents are reported with their kid's academic and behaviour wise progress in regular planned meetings
- On Call is available for parents who could not make it for the parents' meeting or have an extra inquiries
- The portfolio shows a vital role of students' achievements all through the year such as projects, research papers and experiments
- Extra-curricular activities, portfolio, such as Open Day, Drama Day, Students' Council, Art Mural and exhibitions and Science Fair that enrich the academic, social and personal skills
- Attendance: Not attending the class is followed by sending a letter to / calling the parents
- Homework: Not submitting the assignment three times will be followed by reporting the parents
- Malpractice, plagiarism, collusion, Duplication of work, and cheating is immediately reported to parents, and action is taken according to IEC academic integrity policy
- Students' achievements are to be reported to parents
- Students counsellor is involved in the reporting and recording process

Homework

Students are given up to three homework per subject and no more than 1.5 hours per week per subject depending on the requirements of each curriculum.

IB DP Programme (grade 11 & 12)

IBDP students choose six subjects in addition to the core (Theory of knowledge, TOK, Extended Essay, EE, and the Creativity, Activity, Service, CAS) spanning over two years.

The six subjects are chosen from the subjects offered by the school in alignment of the IB six subject groups as follows: two languages from group 1 and group 2, one subject from group 3, one subject from group 4, one from group 5 and one from group 6 or from other groups (1 to 5)

Students study three subjects are at higher level, HL, 240 Hrs, and the other three subjects are at standard level, SL, 150 Hrs to receive their full diploma.

At the end of year 2, students are assessed internally and externally.

Assessment in the Diploma Program:

The diploma program is a two-year course preparing students for university and beyond. It assesses students' attainment of curriculum outcomes through internal and external assessments. Internal Assessment (IA) allows students to demonstrate mastery of skills outside final DP examinations, evaluated by subject teachers and moderated by the IB. Examples of IA include practical work, oral presentations, and investigations. External assessments, such as exams and externally assessed coursework, are conducted in April/May of the second year and are evaluated by IB examiners. A clear calendar with specific deadlines is provided to students for both internal and core components to optimize achievement and reduce stress.

Assessments during the DP course:

Various forms of school-based assessments, including diagnostic, formative, summative, homework, and lab reports, are used to monitor students' learning progress and prepare them for IBDP assessments. These assessments contribute to students' report cards but are not directly tied to their final grades in the IBDP assessment. Subject teachers grade these assessments using DP rubrics and convert the marks to 1-7 scores based on mark bands provided by the IB.

- Diagnostic: those are conducted to help teachers identify students strengths and weaknesses in order to support their learning.
- Formative assessment is used by teachers daily as a continuous process. It is used to identify student's understanding and knowledge, and to help teachers modify their approaches to teaching. Through this type of assessment students are given the opportunity to analyze their learning to improve certain areas based on the subject criteria." It is an assessment for learning" where skills and knowledge are taught through formative tasks.

Summative Assessment is used to measure and evaluate student's learning. It is used at the end of a unit and in the mock exam. It is marked against standard criteria or benchmark (depending on the nature of the subject). Summative assessment can also be used to inform the learning process. It is an "Assessment of learning".

Internal and External exams

All subjects consist of an internally assessed component and an externally assessed component. The externally assessed work (e-course) is marked internally and moderated externally.

Students sit for their external examination in May (May session) and the final results are released by the IB on July 5th of every year.

At the beginning of the school year, grade 11, students and parents are informed of all the deadlines through the IBDP school calendar. The internal calendar is emailed to students and their parents/guardians.

Grading and Marking

DP Grading Scale

- All grades are converted into 1-7 scale.
- Six subjects, ($6 \times 7 = 42$ points)
- Core can add three more points: 45 points (Max).
- Minimum 24/42 points.

1st & 2nd Assessment		Final mark		Grade description
<hr/>		(%)	(7)	
(20)	(7)			
18	7	98%	7	Excellent
16	6	90%	6	Very good
14	5	80%	5	Good
12	4	70%	4	Adequate
10	3	60%	3	Satisfactory
8	2	50%	2	Superficial
1-7	1	40%	1	Fail

Results are assessed regularly and used to feed the discussions in administration and teachers collaborative planning and reflection meetings.

Marking

All final exams are marked and checked in the correction hall, by the subjects' teachers (examining team) which endures fairness through moderation.

Recording and reporting

According to the Ministry of Education, a scale of (1-7) is converted into grades out of 100, a percent.

7	100%
6	95%
5	85%
4	77%
3	66%
2	55%
1	Fail

Absences and re-take work

Students are responsible for any missed class content or assessment. In case of illness, a medical report is required to arrange a retake assessment.

Standardization

Purpose of Standardization:

Standardization is the process of aligning teachers' expectations and understanding of common criteria and standards to improve consistency in decision-making about student learning. It aims to enhance the reliability, consistency, and accountability of assessment practices and support improved teaching practices and student learning outcomes.

Benefits of Standardization for Teachers:

Standardization offers several benefits, including:

- Ensuring consistent grading decisions over time, particularly in common courses, when publishing learning updates and evaluations, or when comparing cohort data.
- Enhancing the reliability and validity of assessment information gathered by teachers.
- Promoting accountability for accurate and consistent assessment of student work.

Internal Standardization:

Internal Standardization involves quality assurance of a teacher's assessments by another colleague(s) from the same subject or course. This process aims to improve the consistency of assessments across classes and grade levels. At IEC, internal standardization ensures uniform grading processes and a consistent interpretation of the criteria outlined by the International Baccalaureate MYP and DP.

Teacher-to-Teacher Standardization:

During teacher-to-teacher standardization, teachers:

- Arrange face-to-face meetings to share a range of assessments/Internal assessments completed by their students.
- Bring copies of the work without comments or grades to the standardization meeting.
- Use appropriate rubrics to grade assessments previously graded by their colleagues and compare grades.
- Engage in discussions about the results of standardization.
- Complete the standardization process before publishing grades to students and formally documenting them.

Note: Even if a course is delivered by a single teacher, it is expected that the grading of assessments is still standardized according to the provided protocols.

Inclusive Assessment Arrangements for IBDP Assessment:

In line with ICE and IB inclusion policies, students with special needs are entitled to special examination arrangements. Students with specific needs, such as learning disabilities, communication difficulties, or autism spectrum disorders, must provide medical documentation at the start of the course. The DP coordinator, on behalf of the student, requests inclusive assessment arrangements from the IB six months before the written examinations. It is essential to submit special assessment requests to the DPC no later than the first term of the second year to support the student's performance and understanding of their achievement levels.

Last reviewed: December.2023



Islamic Educational College-Jubeiha Assessment Policy

