LWIS – Keserwan
Adma International School

Assessment Policy Handbook

Updated 29-10-19

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"we measure success one happy learner at a time"

Development of Policies

LWIS-Adma International School IB DP policies have been developed by the IB DP coordinator in collaboration with the IB DP committee. The committee includes the school principal, IB DP coordinator, IB DP teachers, TOK teacher, EE coordinator and supervisors, CAS coordinator, Head of Teaching and Learning, librarian, and members of the parent committee and student council.

The IB DP policies will be reviewed periodically at the end of each academic year in June and whenever updates are made available by the IB organization. They will be communicated to the school community through the school website, portal system, notifications, parent teacher meetings at the end of each term, and orientation sessions at the beginning of each academic year. They will also be available as hard copies in the library.

The Purpose of Assessing, Evaluating, and Reporting at LWIS-AIS

At LWIS-AIS, we believe that the main purpose of assessment is to promote learning and continuous improvement. The teachers utilize diverse assessment strategies whereby formal and informal mechanisms are used in relation to both formative and summative assessment. Formative assessment represents the process of gathering, analysing, interpreting and using the evidence to improve student's learning and to help students to achieve their potential. It is one essential component of classroom practice and is integrated into the curriculum. Summative assessment is concerned with measuring student's performance against Diploma Programme assessment criteria to judge levels of attainment. Teachers must be aware of the principles and practices that the IB uses to conduct summative assessment. Summative and formative assessments are, therefore, inherently linked, and teachers must use their knowledge of the IB summative assessment expectations and practices to help the students improve performance in a formative way. Our assessment beliefs go beyond academics and touch upon diverse values, skills, and attitudes that promote holistic development. All our assessment are guided by the spirit of the IB approaches to teaching and learning, and formulated by our teachers and administrators through cooperative efforts. ("Diploma Programme assessment - Principles and practice" 3-4)

Key Beliefs Guiding Assessment at LWIS-AIS

1. We will ensure transparency in all our assessment practices and will communicate them accurately to all learners
   - Criteria for assessment are communicated to the school community.
   - Mark breakdown is provided to all learners.
   - Types and strategies used for assessment are shared with learners.

2. We will provide an environment that empowers every student to take responsibility for his/her learning and enhance his/her self-afficacy and self-confidence.
   - Rights and responsibilities are well defined and visible in every classroom.
   - PACER values (Perseverance, agility, Clarity, Empathy, Respect) are modeled by all learners.
   - The NEST approach (Negotiation, Encouragement, Support, Tolerance) is utilized in interactions and communication between and among learners.
   - The 3 S's (Stop complaining, Stay positive, Seek solutions) are endorsed by learners.

3. We will provide continuous positive and sensitive feedback to enable students to engage in self-assessment, continuous improvement, and goal setting.
   - Students are given the learning objectives with the graded tests in order to identify the gaps and give them the opportunity to relearn and reassess by utilizing the "Sufficiency Theory" (See page 3 of this document.).
   - Students engage in self-reflection and goal setting through putting together a learning portfolio.

4. We will diversify the assessment tools and strategies to engage students in higher order thinking whereby traditional and authentic assessment are utilized.
   - Students take quizzes and tests based on the learning objectives of the course.
   - Students engage in debates and oral presentations to reflect on their learning.
   - Students participate in essay writing, lab and book reports, and analysis.
   - Students do projects and research, hence, reflecting meaningful learning.

5. We will ensure that our assessment methods are consistent with the school guiding statements.
   - Students are engaged in service learning activities that promote their aspiration of becoming "glocal" citizens.
   - Students are engaged in assessments that promote critical thinking and creativity.

6. We will use valid and reliable assessment mechanisms that are reflective of the IB assessment criteria.
   - Teachers design and utilize assessment tools (tests, quizzes, research papers, oral presentations, debates, lab reports, book reports, etc).

Student, Teacher, Administration, and Parent Responsibilities

Students enrolled in the IB Diploma Programme are expected to…
- read, understand, and follow the Assessment Policy Handbook, the Academic Honesty Policy, and the general regulations of the Diploma Programme. ("General regulations: Diploma Programme")
- be on time for class; be prepared with all necessary materials.
- respect others' right to learn and teachers' right to teach.
- submit work on time and follow all deadlines throughout the process.
- present work neatly, format the cover page, and cite references according to the Modern Language Association (MLA) referencing system. ("MLA Citation Guide")
- complete the written work in blue or black ink, and make sure writing is clearly legible and appropriately sized fonts are used. Hand-made diagrams should always be completed in pencil or colored pencils.
- check eSchool Portal daily to keep track of assignments and deadlines.
- seek assistance from teachers before, during, and after class and attend tutorials when needed.

Teachers are expected to …

- follow the Grading Policies and implement the Assessments beliefs of LWIS-AIS.
- follow the Academic Honesty Policy and the general regulations of the Diploma Programme. ("General regulations: Diploma Programme")
- provide adequate time for students to complete any given assessment task.
- provide adequate access to materials necessary for the successful completion of any assessment task.
- assess all work appropriately and return it to students as outlined in the Assessment Policy Handbook.
- analyze assessment data to identify patterns of individual performance and needs.
- show an awareness of the interest, readiness, and learning profiles of students by using a variety of assessment and teaching strategies.
- avoid administering summative assessment without assessing formatively the students with feedback first and provide them with learning objectives evaluation forms along with summative assessment copies.
- be conscious of the students' whole schedule and only use relevant and meaningful assessments.
- work with the Head of the Learning Support department and the Head of English as Second Language to design assessments that will effectively assess the learning of students with specific learning needs.

The Administration is expected to…

- provide adequate time for meetings, so teachers can collaborate over policies and practices, carry out internal moderation of student work, analyze results, and use student performance to articulate and refine the curriculum.
- produce internal and external examination timetables with enough notice for students and teachers to review adequately.
- provide teachers with a timetable that allows them to have adequate planning time.
- encourage peer to peer observations that cultivate a culture of dialogue and reflection in relation to the assessment of and for learning.
- provide professional development opportunities to assist teachers in using and interpreting data.
- give support and provide training for teachers to help them utilize multiple assessment strategies.
- share student learning data with the appropriate learners of the school community.
- analyze IB data and develop action plans to promote enhanced teaching and learning and to achieve better results.
- communicate all policies to students and parents via the school website and portal system.
- hold orientation sessions at the beginning of each academic year and when needed about the IB DP policies.
  ("American International School in Cyprus Assessment Booklet" 5)

Parents are expected to…

- read and support the Parents and Students Handbook and the Assessment Policy Handbook.
- read, understand, and follow the general regulations of the Diploma Programme. ("General regulations: Diploma Programme")
- support their child through managing their time and meeting deadlines.
- help motivate their child to reach his/her full potential and encourage him/her to review work taught in class on a weekly basis.

- respect the school calendar and ensure their child is present every day.
- arrange a quiet space at home and adequate time to complete school work.
- ensure their child gets adequate sleep and is well rested.
- offer positive and constructive support as their child completes his/her schoolwork; however, this support should not go so far as to compromise the authenticity of their child's work.
- communicate and collaborate directly with the teacher of their child regarding their child's progress. ("American International School in Cyprus Assessment Booklet" 5-6)

"Sufficiency" Theory

Continuing with our philosophy of creating a learner-centered environment, we have introduced the sufficiency theory (developed by Dr. Nabil Husni, LWIS-AIS principal), which serves the following goals:

- Supporting students in addressing any weakness through feedback and the provision of an additional assessment opportunity
- Closing gaps between high and low achievers
- Raising students' confidence toward subjects that they have had difficulties with up to this point

The theory combines strategies of cooperative learning and differentiation with the theory of mastery learning. It assumes that there are no strong and weak learners, but fast and slow learners. As such, all students can improve sufficiently, provided they are given the proper support, sufficient time, and the right environment.

Teachers apply the sufficiency theory by utilizing the following steps:

1- Give tests with learning objectives (LOs).
2- Return graded tests with missed LOs identified.
3- Group students according to the missed LOs, assuming 80 is the mastery level, and use diverse corrective measures with the different groups.
4- Correct and return the test quickly and no later than one week.
5- Students scoring over 80% will either join the different groups to help or will be given an assignment of their choice related to topic (Higher order thinking is the target.).
6- To qualify for a retake, a student should submit a paragraph to explain each missed objective plus, in case the teacher feels the need, he/she should solve a similar problem or exercise assigned by the teacher (within 3 days of corrective measures or a maximum of one week in some cases).
   a. Usually 1 or 2 periods are dedicated to corrective measures (A maximum of 2 periods is given in case the test is comprehensive.).
   b. Students will engage in self-evaluation before corrective measures begin.
7- Retakes will be scheduled during the after school hours (3-4pm) for students scoring below 80. Students in grades 3 and 4 will retake the test within school hours.
8- Grades are based on the following table:

Test	Retake test	Grade
Below 70	70-79	70
Below 70	80 & above	75
Below 70	below 70	average of test and retake test
70-80	80-89	80
70-80	less than test	no change

The 2 exceptions to the above policy are the following:

1- Students within the Lebanese program taking History, Civics, or Geography will have the chance to retake all quizzes and tests. The new grade is based on the following:

Test	Retake test	Grade
Less than 70	70-84	65
Less than 70	≥ 85	70

2- Testing Arabic or English writing requires that students rewrite the essay before they can qualify for a different retake. A student scoring less than 70 on a writing piece will qualify for a retake and his/her new grade is based on the following table:

Test	Retake test	Grade
Less than 70	70-84	65
Less than 70	≥ 85	70

Assessments Components

According to the "Handbook of procedures for the Diploma Programme 2017," the IB DP courses assessments consist of 3 components:

1- Examination Papers (MCQ, short-response, problem-solving, open-ended, essay, data analysis questions, case studies and commentaries)
2- Written Tasks (Theory of Knowledge essays, Extended Essays, etc)
3- Internal Assessment (TOK presentations, Labwork activities, etc)

The first 2 components are externally assessed whereas the third component is internally assessed by the corresponding teachers and subsequently moderated by the IB. The core and subject teachers will be marking the assessments based on the IB authorized training and by regular use of the IB's Programme Resource Center. The IB marking mechanisms are based on analytical mark schemes (grade breakdown), assessment criteria (achievement level for a given assessment criterion), and mark bands (single holistic criterion applied to the entire piece of work). All internally assessed components are marked by applying assessment criteria. The core/subject teachers will explain the marking mechanisms to their students in order to enhance their results. (177-289)

Grading Structure

Grade 11 (IB Year 1)

Term 1 (30%): 2 Tests (40%), 4 Quizzes (30%), Authentic Assessment (20%: may include oral activity, labwork, project, etc), CW/HW (10%)

Mid-Year Exam (20%)

Term 2 (30%): 2 Tests (40%), 4 Quizzes (30%), Authentic Assessment (20%: may include oral activity, labwork, project, etc), CW/HW (10%)

End of Year Exam (20%)

Grade 12 (IB Year 2)

Term 1 (50%):   2 Tests (40%), 4 Quizzes (30%), Authentic Assessment (20%: may include oral activity, labwork, project, etc), CW/HW (10%)

Final   (50%):   Mock Exam (40%), IA (30%), Predicted IB Grade (30%)

Grading Table

Letter Grade	GPA	% Grade
A: Excellent	4	90 -100
B+: Very Good	3.5 – 3.99	85 -89.99
B: Good	3 – 3.49	80 – 84.99
C+: Above Average	2.5 – 2.99	75 – 79.99
C: Average	2 – 2.49	70 – 74.99
D+: Satisfactory	1.5 – 1.99	65 – 69.99
D: Unsatisfactory	1 – 1.49	60 – 64.99
F: Failing	0 – 0.99	0 – 59.99

Assessment and Reporting Policies

Each IB DP student will have 2 report cards, an IB DP progress report and a regular report card. The IB DP progress report consists only of 1-7 grades of the Exams and is interpreted according to the IB results and certificates (Appendix A – "Diploma Programme Assessment procedures"). For instance, when a student earns a grade of 4 over 7 on a specific subject at the end of IB DP year1, it is NOT meant to be a prediction of overall performance in the IB exams. The other assessment components are directly graded over 100, and they are only included in the regular report card. Hence, the regular report card consists of percent grades where the passing grade is 65%. If a student has an average less than 65% in more than three subjects regardless of the percentage attained on the cumulative average or a cumulative average below 65%, he or she will repeat the year. If he or she scores less than 65% on one, two, or three subjects, he or she must attend summer school and pass in order to be promoted to the next level. Both reports include a narrative that gives a feedback about the student's progress consistent with the sufficient theory.

The teachers should use IB style test questions to assess students in the Exams. These tests can be generated using the *IB Programme Ressouces Center*. The Exams should be graded using the *IB Mark Schemes* for the progress report and converted over 100% via the latest grade boundaries to be also included in the regular report card. Teachers should locate the *Subject Reports* for their class on the IBO Programme Resource Center site (www.ibo.org) and refer to "Grade boundaries for Diploma programme coordinators, May 2018" (available on the school website and in the library) to complete the last two tasks. Each *Subject Report* shows the number of points a candidate needs to have earned on each assessed component of the course to receive a 1-7 grade. It is

important to note that the grade boundaries change from year to year and are different for each assessed component of the course (e.g. Paper 1, Paper 2, and Internal Assessment). Moreover, SL and HL levels mark schemes and boundaries are different within the same subject.

For IB Courses with Rubric-Based Grading (Group 1- Literature, Group 2- Languages, Group 3- Individuals & Societies and Group 6- Visual and Performing Arts), teachers should use the *Subject Guide* from the Programme Ressouce Center in order to find the assessment criteria for the different components of the subject (e.g. Paper 1, Paper 2, Internal Assessment, Individual Oral Commentary)

The End of Year 2 Mock Exam will not be a copy of any previous IB examination from any year. Rather, the End of Year 2 Mock Exam, will be a teacher designed and generated exam that includes the types of questions that will be on the final exam. Prior to the exams, students will be given ample opportunities to complete past exam papers and access practice questions and exam items on e-school portal system.

Predicted Grades

Final Mock exam and any pertinent assessments done in the fall of the second year will help a teacher predict the final IB scores for the university applications. Individual predicted scores by subject are confidential; they are not to be shared with students or parents by teachers. If students or families wish to better understand the holistic predicted score, they are asked to speak with the IB DP coordinator who has all of the predicted scores and is in a better position to assist the student and family.

Reporting Student Achievement

The following list includes the different ways that LWIS-AIS reports the students' progress and achievement:
- e-School Portal Evaluation Reports for Students and Parents
- Portfolio for Students
- Parent/Teacher Conferences
- Direct Communication Between Parents and Teachers
- Regular Report Cards
- Progress Reports
- Individualized Educational Plan (IEP)
- Language Road Map (LRM)

Learning Support Program

The Learning Support Department addresses the learning needs of students by offering the following services and programs:

1. Development of clearly focused individualized Educational plans (IEP) for students, with identification of special teaching techniques which enable the students to learn more efficiently.

2. Individual and\or small group work, or support in class for students as necessary.

3. Other intervention strategies such as individual counseling, speech and language therapy, psychomotor therapy, and advice and guidance to parents based on the initial or follow-up assessment of students' needs.

More information about the IB assessments and access requirements is provided in the LWIS-AIS SEN policy.

Homework and Classwork Policy

Homework and classwork will be part of the assessment and will have a weight of 5% each. The student will start with a 100% on each then lose 5 % every time he/she does not put sufficient effort in the submitted homework or classwork.

Academic Honesty Policy

All students at LWIS-AIS, in particular the IB DP years 1 and 2 students, are expected to follow the Academic Honesty Policy. The school will review the policy at the end of each academic year in June. The teachers need to support and guide the students in matter of good academic practice. It is also the responsibility of the students and parents to understand all aspects of this policy and to ensure they follow the policy in every class.

Timelines for Publishing Grades and Assignments on e-School Portal

Below are the expectations for teachers to publish grades, for posting homework and assignments on the portal calendar, and for balancing assessments at each grade level.

Gradebook

Teachers are expected to publish and submit their grades regularly on the online grading book.

1. Grades for quizzes will be posted no later than 2 days after the assessed date.
2. Grades for exams, tests, reports, and projects will be posted no later than five days after the assessed date.
3. Grades for homework and classwork will be updated on a daily basis.

Posting Assignments, Course Notes, Homework, Assessments on the e-school Portal

Teachers are expected to regularly post assignments, course notes, homework and assessments on e-School Portal with the understanding that future assignments and due dates may change. Changes will always be communicated on the Portal. All assignments will be posted a minimum of one week in advance.

Balancing Assessments and Assignments

Teachers are expected to use their professional judgement in spacing and balancing the students' workload per term.

1. Students will have no more than 2 tests or major summative assessments scheduled on any given day.

2. Teachers will use the term testing schedule and the online agenda to make strategic decisions when scheduling projects, reports, and homework to ensure a student's learning and quality of work is not compromised because of an excessive work load.

Appendix A - Results and Certificates based on the "Diploma Programme Assessment procedures"

Bilingual Diploma Awarded

A bilingual diploma is awarded to a successful candidate who fulfills one or more of the following criteria.

•Completion of two languages selected from studies in language and literature subjects with the award of a grade 3 or higher in both languages

• Completion of one of the subjects from individuals and societies, or sciences in a language that is not the same as the candidate's nominated studies in language and literature language

• Attainment of a grade 3 or higher in both the studies in language and literature language and the subject from individuals and societies, or sciences subject groups (210-211)

Diploma Not Awarded

If "P" appears in the place of a grade, it means that the Assessment Division, IB Global Centre, Cardiff, does not have sufficient information to issue a grade. The grade will be issued at the earliest possible date. Do not contact IB Answers; pending grades will be resolved as quickly as possible.

If "N" appears in the place of a grade, it means that no grade has been awarded for one or more of the following reasons.

• Withdrawal from the examination session

• Failure to complete one or more component of assessment

• A breach of regulations

A candidate will not qualify for the award of the diploma if certain requirements have not been met. Candidates not awarded the diploma receive the course results.

Where an "N" is awarded because of a breach of regulations, a letter of explanation will be sent to the head of school as soon as possible. (211)

Diploma Requirement Codes

A candidate will not qualify for the award of the diploma if certain requirements have not been met. (Refer to the General regulations: Diploma Programme .) The following codes indicate which requirements have not been met.

CODE - REQUIREMENT NOT MET

1 CAS requirements have not been met.

2 The candidate's total points are fewer than 24.

3 An "N" has been given for TOK, the EE, or for a contributing subject.

4 A grade E has been awarded for one or both of TOK and the EE.

5 There is a grade 1 awarded in a subject/level.

6 Grade 2 has been awarded three or more times (SL or HL).

7 Grade 3 or below has been awarded four or more times (SL or HL).

8 The candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).

9 The candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL). (212)

The following matrix will be used for award of points for TOK and the EE. ("Diploma Programme Assessment procedures" 213)

	Theory of knowledge (TOK)					
	Grade awarded	A	B	C	D	E or N
Extended essay	A	3	3	2	2	Failing condition
	B	3	2	2	1	Failing condition
	C	2	2	1	0	
	D	2	1	0	0	
	E or N	Failing condition				

References

- *Assessment Booklet.* American International School in Cyprus, https://www.aisc.ac.cy/wp-content/uploads/2017/09/2017-2018-Assessment-at-American-International-School-in-Cyprus-P.pdf. Accessed 24 July 2018.

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