



INTERNATIONAL
SCHOOL
RIYADH

ASSESSMENT POLICY

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1. Mission and Vision

SEK Riyadh MISSION

At SEK International School Riyadh, members of the community are empowered to learn and grow, becoming curious and compassionate citizens of the world.

IB MISSION STATEMENT

IB mission statement is “to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.”

SEK Riyadh VISION

Our vision is to consistently provide high-quality education to an international community of students, preparing them to become responsible and productive global citizens who actively contribute to the communities in which they live and work.

IB VISION

IB does not have an officially published vision statement. Despite its absence, the organization emphasizes that education is its primary agenda.

Based on its focus, IB considers international education as an integral component in the growth of the world as a whole. It also sees knowledge as an important tool for individual satisfaction. This explains its undivided attention towards maintenance of high qualities in the programs that it offers. In fact, potential students must satisfy a particular process of authorization.

2. Introduction and IB alignment

We believe that the main goal of assessment is to inform about the learning process. We work so that this information serves as a basis for planning our student’s learning, taking into account the individual needs of each student.

We share the evidence of learning ethos evinced by the International Baccalaureate, where they emphasize that *“The purpose of evidence of learning is to serve as a foundation for learning and teaching. It involves obtaining and analysing information about student learning to serve as a basis for the teaching. It identifies what students know, understand and can do in the different stages of the learning process.”*

3. Characteristics of our learning community

The IB learner profile is the central axis of SEK International School Riyadh, of all SEK schools and IB world schools. It defines internationally minded students with a positive attitude towards learning that opens the door to different cultures and perspectives. That is why we believe that all members of our school community aspire to be:

- **Inquirers:** We inquire into where we are on the path and how to conduct our learning so that it is effective.
- **Thinkers:** We reflect on the usefulness of what we have learned and on how to apply it to new situations.
- **Risk-takers:** We dare to ask and seek advice to improve our results.
- **Communicators:** We promote both oral and written communication skills which are developed in all areas of knowledge.
- **Knowledgeable:** We explore concepts, ideas, and varied modes of evidence of learning that allow us to deepen our learning styles and ways of learning to learn. It allows us to be more aware of our strengths and areas for improvement.
- **Principled:** We are aware of our individual responsibility in the education of our students for academic integrity and honesty. As an educational community we are responsible for leading this aspect.
- **Caring:** We promote awareness of social problems and solidarity. We also value empathy with classmates who find it difficult to reach their proposed objectives and offer them help and encouragement.
- **Open-minded:** Tolerance and respect for other cultures is promoted as a fundamental value in the members of the community given the international character of our school.
- **Balanced:** Planning in all areas develops skills that ensure daily effort and constant and systematic work. Which is why we try to avoid situations that generate stress, planning the agenda well and granting the necessary time to meet the objectives set within the required deadlines.
- **Reflective:** As students we reflect on formative, summative, and co-assessment evidence of learning opportunities in a formal and informal way. As teachers, the evidence of learning informs us about the effectiveness of our practices and students' learning. As a family, we can evaluate the action promoted by our children's learning.

Development of the IB Community learner profile in our students is one of the elements considered in the evidence of learning. Students must constantly reflect, through self-assessments and peer assessments, on what attributes they have and how they apply them.

To foster a culture of learning, we equip our students with a range of reflection and assessment tools, beginning in the Early Years with the support of their teachers. As they progress through the grades, students gain confidence and autonomy in utilizing these tools, enabling them to effectively evaluate their own learning.

Checklists, rubrics, GRASP activities, Forms, and other such tools are used to scaffold their reflection skills, empowering them to become self-directed learners.

4. Assessment Philosophy

Assessment has a significant impact on children's self-confidence and lifelong relationship with learning, as well as how they form their initial opinions about school and learning. The goal of this document is to ensure that all instructors, students, families, and other important stakeholders have uniform knowledge of the assessment process at SEK RIYADH.

In order to accommodate for students' various learning needs and learning styles, SEK RIYADH recognizes the connection between teaching, learning, and assessment as well as the significance of using a wide range of formative and summative assessment strategies and approaches. This will help to ensure that students are given the opportunity to express themselves and feel valued. To help them take ownership of their education, teachers urge students to reflect on and evaluate their learning.

Students' work is assessed according to success criteria and feedback on how to further improve is given on a continuous basis. This approach allows students to make adjustments and gives them ample opportunities to improve their performance and meaningful impact on their learning before final reports are issued.

Assessment is viewed as a chance for both the teacher and the student to learn. A critical aspect is giving pupils regular performance feedback. It should be presented and received constructively, highlighting accomplishments and outlining plans for resolving potential deficiencies. Assessment is crucial for figuring out and directing teaching efficacy as well as the applicability of the written curriculum. Teachers and students are both urged to consider the findings to motivate teaching and learning more.

For children to improve academically and personally, evaluation principles and criteria must be clearly communicated. Because of this, the teacher clearly explains the objectives and criteria for

each evaluation so that the students know exactly what is required of them. The school, families, students, and teachers may all communicate openly and transparently if assessment results are accurately and conveniently recorded. Families receive updates on their child's development as well as advice on how to encourage them so they can realize their full potential.

The IB rules state that assessment is criterion-based and depends on the achievement descriptors' "best-fit" mode. This idea holds true for both formative and summative evaluations. Grades are assigned in the form of a number or a letter (A, B, C, D, or E), and they serve as feedback for both the teacher and the student on how they are progressing in order to develop strengths and address weaknesses.

Inclusion

The IB is a welcoming program and SEK-Riyadh a welcoming school that recognizes every student as a special individual and tries to encourage them throughout their academic career.

Different learning styles and educational demands are accommodated by the teaching and assessment approach. There won't be any exceptions or special arrangements made in formative or summative exams that would affect the results and that the IB wouldn't permit in official exams (grade 10 e-assessment and grade 12 IB Diploma examinations). More information about Inclusion in SEK-Riyadh Inclusion Policy.

ESL / ELL students

ESL/ELL students are assessed on their English language skills, as well as their content knowledge using a variety of methods, including formal and informal assessment, performance based and portfolio assessment. When assessing ESL/ELL students, we have to consider their level of English proficiency in order to select alternative assessment methods and provide appropriate accommodations such as extra time, bilingual dictionaries or translators.

5. Evidence of Learning

We use multiple assessment formats depending on the educational goals that we want to consider and the characteristics of the students. We use evidence of learning that sheds light on the different stages of the learning process:

- Evidence of learning of prior knowledge to provide information usually prior to the start of a topic and to help the teacher plan and guide instruction based on difference. For this we use different strategies such as skill tests, knowledge surveys, tests, studies of interest or learning styles and detection of misconceptions based on the student's previous knowledge and

experiences. These strategies allow us to develop our teaching practice considering the constructivist principle of IB programmes.

- Formative evidence of learning, or evidence for learning that helps teachers and students to identify what they have learned and what we should continue to learn. These assessments will be applied during the learning process and may include unmarked questions, interviews, observations, drafts of works, discussion of ideas, concept maps, role plays, cooperative learning, and portfolio review.
- Summative evidence of learning to review what has been learned and identify the understanding of students and their skills and attitudes. They could include performance assignments, exams, final exams, projects, work portfolios, etc.
- Self-assessments to help the student's reflection, enhance their autonomy in learning and check where they are in their learning.
- Student co-assessments to foster dialogue and participation between students and teachers, and amongst students, since teamwork implies sharing knowledge and responsibilities to achieve a common goal. This is a common language shared by teachers, students, and families.

Students receive the information (grade descriptions, assessment criteria) they need to comprehend the assessment requirements from program coordinators and grade or topic teachers. The IB's grade descriptors and criteria are listed in the program-specific manuals as the ones that are used.

In order for families to access the assessment criteria and descriptors independently, teachers post them on Managebac. For more information, parents are welcome to speak with the program coordinators, the school principal, and the academic leaders.

Evidence of learning for prior knowledge

At the beginning of a unit of inquiry or before developing some content, teachers should always start by identifying what the students already know about the subject. Some examples of prior knowledge assessments are:

- Activities with direct questions related to content or concepts, where students answer individually or in groups.
- Students complete a concept map based on a key concept or content.

- The teacher asks different questions to encourage a group discussion and records what the students already know in writing.
- Use of graphic organizers such as the "KWL" - "What I know - What I want to know - What I learned".
- Use of thinking routines such as "Think - Puzzle - Explore" - "What I think - What worries me - What I want to explore".

It is essential that after identifying students' prior knowledge planning is modified. In other words, if there is content that most of the students already know, it is not necessary that it be worked on with the same intensity. It may not be necessary for all students to work on the same topic, only for those students who require it.

Evidence of formative learning

During all units of inquiry (disciplinary or transdisciplinary), as well as in teaching - learning of all content or concept, there must be a formal moment of formative evidence of learning. For example:

- A simple task with questions that students answer individually.
- Carrying out a project, such as making a poster, a video, a brochure, podcasts, or others, through which students communicate what they have learned so far.
- The use of a variety of thought routines, such as a "newspaper headline" where students reflect through a sentence what they understand up to that point.

After obtaining evidence of formative learning, it is essential that the teacher give specific information to the student regarding their performance, otherwise the evidence of formative learning is of no use whatsoever.

This means that specific information must be delivered to the student individually, orally, recorded or in writing, indicating:

- What they have done well and what have they achieved?
- Whether or not the student has achieved their learning objectives.
- What should they have done differently to achieve the goal.

- Specific suggestions on how to improve.

This component is essential for formative evidence of learning to be useful, and for us to proactively guide student learning. It is also good practice to share this same information with families, so that parents know how to support their children. Marks are accessible to parents via Managebac online.

Summative Evidence of Learning

Summative evidence of learning refers to any activity carried out at the end of a unit of inquiry, or after having worked on and developed content, to identify the level of understanding of concepts or acquisition of content of students.

During summative evidence of learning, two components must be defined:

- Evidence of learning strategy: how it will be assessed, type of activity or experience. For example, making models, giving an oral presentation, drawing, graphic organizer, product (video, brochure, play, role play ...) or written test.
- Evidence of Learning Tool: how will the results of the evidence of learning be recorded, such as a checklist, assessment scale, rubric ...

The teacher must share with the student the criteria and the evidence of learning tool. After explaining the instructions for the experience or activity, the list of criteria that will be considered for grading and evaluating should be given to the students. This implies that students should know the checklist, rating scale, or rubric before completing evidence of learning.

It is also important for the teacher to clearly explain what they consider a “good job”, showing models or examples (either of students who have already carried out the evidence of learning or models created by the teacher), so that students clearly understand what the expectations are, and what the teacher understands by a job well done.

External assessments

External assessments are a valuable tool to measure student progress, understating better how they learn and their possible strengths and weaknesses. They also provide teachers with valuable information that can be used to improve student learning. In addition, these tests can help the school to monitor student’s progress and performance over time and compare results with other schools in the region or internationally.

The assessments currently used in the school are:

- The International Schools Assessment (ISA): international assessment of student achievement in mathematics, science, reading, and writing
- The Cognitive Abilities Test (CAT4): standardized test that measures verbal, mathematical, and language skills.

These tests serve an analytic purpose and are used in conjunction with other assessment methods such as teacher observations, student portfolios, and classroom-based assessments.

Assessment in the Primary Years Programme (PYP)

The PYP includes assessment as a crucial component of the curriculum. It is a continuous process that aids in keeping track of, and supporting, kids' growth in the PYP-essential topic knowledge, abilities, and concepts.

The PYP places students at the center of assessment, and their active involvement in self-evaluation and reflection is crucial for developing learning objectives with their teachers. Students at SEK RIYADH take an active role in the evaluation process, working with professors to co-create rubrics and success criteria, keep up with their portfolios, take part in conferences, and give feedback to their classmates.

Students frequently have a choice in their evaluations in the classroom to accommodate diverse learning styles and the PYP's emphasis on student agency. To adapt their instruction to the needs of the pupils, teachers continue to assess their students on a formal and informal basis.

The goal of assessment at the start of the school year is to identify past knowledge, improve understanding of student learning, extend learning, and fill up any learning gaps. Teachers will evaluate students' prior knowledge before beginning a new unit of inquiry and utilize the results to support the inquiry.

The four components of the Improved PYP are put into practice and followed. The development of assessment-capable students and teachers with improved assistance to monitor, document, measure, and report on learning using an integrated, continuing process will be the main focus of advice on creating a school-wide assessment culture.

Measuring and Monitoring in the PYP

In the PYP, formative assessment is used regularly in the classroom to measure and monitor student learning. The purpose of assessment is to determine students' prior knowledge, to understand student learning better, to extend learning, and to address any gaps in learning.

Formative assessment is used to inform instruction and act as a guide for teachers. These assessments are an essential part of teaching and embedded in the lessons; they help the student and teacher understand the student's progress and the next steps in their learning. Some formative assessment strategies include whole group checks for understanding, student and teacher-developed rubrics, feedback in student journals, student self-assessment, peer assessment, exit tickets, anecdotal notes, and selected responses. One objective of formative assessments at SEK RIYADH and as a PYP candidate school is to help the student understand and reflect upon their learning and to help them in developing their own learning goals.

Students complete a summative assessment at the end of a unit to measure their understanding of the learning goals. The summative assessment may be a presentation, a report, a journal, a poster, a role play, or a task that measures the student's understanding and learning. These summative assessments allow the students to demonstrate their understanding and apply the skills and knowledge they have learned in that unit.

The end of the cycle of Inquiry of each unit demonstrates what the pupils wanted to learn, what they learned, and the new learning they have achieved. This is reflected in the summative task as a final project and where the child has to take ACTION(s) with the whole school community (pupils, teachers, school, and family) to build a better world. We conclude with ACTION.

Recording and Reporting in the PYP

Recording and Reporting are essential parts of the assessment process. At SEK RIYADH, we strive to have the student as a critical voice and agent in their learning.

Students actively engage in the recording and reflection process, setting up their own learning goals and gathering evidence that will help them understand their learning. They participate in self-assessment or peer assessment using checklist, rubrics, or other tools.

There is a continuous process of documentation and feedback, which guides and informs students about their progress, and all evidence collected by themselves, and the teachers is used for reporting, which takes place upon completion of each unit and shared with the families at the end of each term.

Student Portfolios

The PYP's student portfolios are a crucial component. It is a collection of works that shows how the students have improved and learned through time. Students can showcase their accomplishments and celebrate their learning through portfolios. Students choose pieces of work to include in their portfolios, reflect on their knowledge to do a self-evaluation, and think about the next steps to establish goals.

In student-led conferences, students show their portfolios to their families.

Student-Led Conferences

Families are encouraged to attend a Student-Led Conference. At these conferences, the students lead their families through the classroom, share their portfolio, demonstrate what they have learned and share reflections on their learning, as well as any goals they have for the next term and beyond. At the end of the conference, parents and students may define future goals together and map out strategies to accomplish them. This approach helps parents and students to take ownership of the learning process. By working together, they can create a personalized plan that aligns with student's strengths, interests, and aspirations.

These conferences aim to help families understand the student's progress, and how to address possible difficulties, or specific interests, considering the school year as a progression to help students reach their full potential.

Teachers and Specialist are available to meet the families and share further information when needed.

PYP Final Exhibition

During Grade 5, the last year of the PYP in our school, the students take part in the Final Exhibition. *"The learning community is aware that the exhibition is a culminating experience of the programme in which the greatest development of knowledge, skills and conceptual understanding is demonstrated."* (The Primary Years Programme: from principles to practice).

It has the same importance as the MYP Personal Project, and the Extended Essay for the Diploma. In addition, it is a fundamental part of the IB student profile (communicators) and one of the five learning approaches that form the basis of the IB philosophy, communication.

While the exhibition takes place in year 5, it is key that all teachers, from Early Childhood to Primary Education, recognize their role in fostering the success of the experience. Students in Early Childhood must start developing the skills of the learning approaches, knowledge, and conceptual understanding they will showcase in year 5 of Primary.

The exhibition criteria should be as outlined in the official IB document “The exhibition: Final learning experiences” (January 2019) where the Exhibition process is explained. In addition, we will keep a record of the Exhibitions from previous years, where the sequencing, planning and resources used, and the reflections of the teachers are detailed. All this material should be used as a reference when planning and carrying out the Exhibition.

Assessment in the Middle Years Programme (MYP)

MYP Formative Assessment

Formative assessment is frequently utilized in the MYP classroom to gauge students' comprehension of important ideas, current events, subject learning objectives, prior knowledge, and any learning gaps. Formative assessment is used to advise teachers and students as well as to inform instruction.

These tests, which are an integral component of instruction and are integrated into the classes, assist both students and the teacher(s) in understanding students' progress and the next steps in their learning.

Class discussions, group comprehension tests, rubrics created by students and teachers, feedback in student diaries, student self-evaluation, peer assessment, etc. are some examples of formative assessment techniques.

At SEK RIYADH, formative assessments have the goal of assisting students in understanding and reflecting on their learning as well as in creating their own learning objectives.

MYP Summative Assessment

Summative evaluation at SEK RIYADH is structured in accordance with the IB MYP standards, which are detailed in each subject guide and other pertinent IB materials.

Every topic contains four related strands of objectives that must be evaluated at least twice a year, although we encourage instructors to evaluate each objective as frequently as they are

able. The subject guides include a list of assessment objectives adjacent to each topic area. The appropriate grade level determines how the criteria are changed.

The main purpose of an assessment can be split down into many strands. By utilizing the general criteria descriptors to evaluate particular projects (task-specific explanations) and educate students, teachers are advised to provide further information.

The levels attained in the criteria evaluated at the time of reporting and all of the criteria for the end-of-year report card are used as the basis for summative evaluation for progress report cards. On the basis of the IB MYP grade boundaries published in "MYP: From Principles into Practice," final subject marks are expressed on a scale of 1–7.

On another note, these marks are converted into National marks to be also uploaded in the National Platform (Noor) used to record students results.

National Grading system transcription

| IB Scale PYP | Numerical Grade (%) | Letter Grade |
|--------------|---------------------|---------------|
| Extend | 90-100 | A (excellent) |
| Proficient | 80-89 | B (Very good) |
| Developing | 70-79 | C (Good) |
| Emerging | 60-69 | D (Pass) |
| 0 | <59 | F (Fail) |

Standardization

Making decisions that are consistent and dependable throughout the academic year is made possible by standardizing examinations within topic departments. Through this approach, teachers and students are exposed to the concepts of assessment for learning. It aids in preventing assessment judgments from altering over time as a result of factors including staff changes, changes in student demographics, and changes in educational demands, all of which can frequently challenge the consistency of practice within a school.

Standardizing helps to improve the assessment practice, as teachers are more capable of making decisions with confidence; members of the school community can see that the assessments are handled in a system that improves fairness, reliability, and validity, which makes achievement decisions defensible. The information is recorded and gives teachers information on how to change their teaching practice; and it gives us trustworthy information when comparing cohort data with other data.

Internal and external processes are used to standardize assessments. To guarantee that students are evaluated fairly, consistently, and across all disciplines, and to ensure that assessment outcomes are consistent with IB principles and standards, external standardization is conducted.

Internal standardization begins with departmental teams expressing their comprehensions, expectations, and interpretations of criteria and how the criteria have been clarified for the work during the planning stages of all units (s). Teachers will cooperate to share data throughout the units in order to establish the final criteria levels and spot discrepancies between sources of evidence.

Before grading work of their own classes, it is advised that teachers from the same departments collaborate to evaluate a sample of student work in order to gain a better knowledge of the criteria and expectations.

The Personal Project

The assessment model for the IB Middle Years Programme (MYP) includes the external moderation of the Personal Project. This culminating work provides students with an excellent opportunity to produce a truly personal and often creative product or outcome, as well as to demonstrate a consolidation of their learning in the MYP.

For MYP projects, students and their supervisors should use the academic honesty form provided by the IB. Here they must indicate the dates of their meetings and the main points discussed, in addition to declaring that the work has been carried out in accordance with the guidelines of academic honesty.

Approaches to Learning skills and IB Learner Profile

Effective learning strategies are taught by teachers using a variety of information created through the MYP, including essential concepts, related concepts, and global contexts. Teachers assist students in developing ATL skills through a continuous process centered on disciplinary and transdisciplinary teaching and learning. ATL skills help pupils succeed in all subject areas. Instructors use learning interactions and formative assessments to give students regular and detailed feedback on how their ATL skills are developing.

The learner profile outlines the social, emotional, and cognitive growth of the student throughout all subject areas of the curriculum and reflects a nuanced study of conduct and effort. By including students and teachers in reflection, self-evaluation, and conferencing, SEK RIYADH keeps track of student growth in light of the profile in as many different ways as possible.

Comments about student attitudes and socioemotional behavior are kept on Managebac throughout each term.

Assessment in the Diploma Programme (DP)

Formal Diploma Programme assessments are of two types:

- External assessment: exams received by the school from the IB for completion in the May session of each year and sent to external examiners for marking. They constitute the highest percentage of the students' mark in most cases. Also included in these assessments are the written works of Groups 1, 2, and 6 (some of them are also a component of the internal assessment), the Extended Essay and the Theory of Knowledge essay.
- Internal assessment: Coursework for each subject and oral tests assessed by the teacher. They are externally moderated and delivered before the end of the second term. After the publication of the results, the moderator sends a report to the school on how these assessments have been carried out, which serve as a reflection on each subject for its improvement in relation to the application of criteria.

It is essential to respect the deadlines for tasks set by teachers. To do this, teachers commit to schedule assignments well in advance and publish them on ManageBac. In the event of illness (with a doctor's note) or force majeure, assignments will be accepted after the hand in date depending on the days of convalescence or specific situation and in accordance with the student's tutor and the deadlines established by the IB. An assignment is considered handed in on time if it meets the teacher's requirements regarding format and delivery channel. The consequences of not meeting a hand in deadline without justification will be:

- If it is an intermediate hand in, the student will not have the right to formative comments
- In the case of a final submission, if the IB deadlines allow it, the necessary measures will be taken, agreed by the coordinator, the tutor, and the teacher of the subject. If the IB deadlines do not allow it, the most recent version of the work available will be marked or sent to the IB for marking. If no version is available, the IB will be informed that the coursework cannot be marked.

Students will be assessed by the criteria established in the IB Diploma Programme which are detailed below:

- A minimum of 24 points are needed to obtain the diploma, being able to obtain a maximum of 45 points.

- Students who do not achieve the required minimum score will obtain the course mark in the approved subjects.
- To obtain the diploma it is essential:
 - To have prepared an extended essay in one of the subjects offered by the DP and have obtained a mark of A, B, C or D
 - Take Theory of Knowledge and have obtained a mark of A, B, C or D
 - Complete the CAS program - Creativity, Activity and Service

An essential component of the diploma program is ongoing evaluation. Hence, everyone in the community participates actively in preserving and enhancing the standard of instruction and learning.

The IB document Diploma Programme Assessment Principles and Practices (IBO 2010/2004), which details assessment rules and procedures, states that the IB directs assessment in the Diploma Programme. Early in the program, subject teachers discuss the evaluation standards for their respective subject guides. These standards are used to grade assessment tasks so that parents, teachers, and students can all track a student's development. Every Evaluation is based on criteria. This covers program expectations generally as well as evaluations conducted internally and externally.

In the DP, students obtain grades for each DP course attempted from 1 to 7, with 7 being highest. Article 13, from the “General regulations: Diploma Programme”, IBO, April 2014, explains the conditions required to earn an IB Diploma.

Extended Essay, Theory of Knowledge and CAS

The extended essay and theory of knowledge receive separate grades. These can contribute up to three more points to the final score when added together. Although Creativity, Activity, and Service (CAS) does not count toward the final score, students must demonstrate genuine participation in order to get the diploma.

Internal Assessments

Internal Assessment enables teachers to evaluate students in part throughout the course of the lesson. Instructors grade specific assignments in accordance with the IB criteria; this grade contributes to the overall IB grade. A moderator reviews the teacher's use of the IB criteria and rubric after receiving a sample of the teacher-marked work.

A timetable for the completion of internal assessments is developed jointly at the start of the academic year by all IB teachers and the DP Coordinator. It is intended to organize task due dates in a way that prevents the due dates for several tasks from converging. Each IB instructor receives a copy of the calendar, which is also posted on Managebac.

Internal Assessment grades are submitted to the DP Coordinator by the end of March.

External Assessments

The DP Coordinator, teachers, or supervisors conduct and oversee External Assessments before sending them out to be graded by qualified examiners. The Extended Essay, English A1 Global Literature Papers, TOK Prescribed Title Essays, and the final exams are a few examples of external assessments.

Reporting and Recording

At the conclusion of every trimester, students will get a report card. The marking of assessment parts that will subsequently be moderated by the IB is typically included in report card marks. Instructors are encouraged to use a variety of techniques to give students and parents feedback. At the conclusion of each trimester, parent-teacher conferences are held. It's critical to realize that final IB results may differ from grades given by teachers for school reports.

Moderation

Moderating is the process of examining and harmonizing assessment criteria. In the DP program, internal moderation occurs when this is an option. Internal moderation is not feasible when there is only one teacher for a subject, however working with other IB schools is an option.

Predicted Grades

Each student's final Diploma Programme grades are projected in Grade 12. This mark is determined by the teacher's familiarity with the IB criteria and norms as well as all of the candidate's work evidence.

Predicted Grades are submitted to the DP Coordinator by the end of March.

Mock Exams

A mock exam is a practice test that is very close to the actual IB exam that will be given to students, teachers, and coordinators so they can decide on a course of action to take in the event

that any problems arise. At the conclusion of grade 11 (DP1) and the second trimester of grade 12 there will be mock tests (DP2).

Assessment Accommodations

The school offers a variety of support services to students who require accommodations. Services for EAL kids and students with learning needs could be included in accommodations. The DP Coordinator creates plans for implementing the accommodations and requirements, and the subject instructors, the EAL Program specialist, and the psychology department carry them out. Please see the Inclusion Policy for further details.

Exams Officer

The DP Coordinator will act as the Exams Officer and will be in charge of registering candidates, informing teachers and candidates of the deadlines and the exam schedule, assisting calendars that require special accommodations, submitting candidates' work and other material to the IB through IBIS, organizing the exam session, communicating with the IB for any issues regarding the examinations, storing exam materials in the secure room as required by the IB regulations, and shipping the electronic exam results. A document outlining the assessment procedure is provided for the exam.

Assessment and Academic Honesty

Academic integrity is demanded of all students, instructors, staff, and parents in the school community. When completing any and all assessment work, students are expected to adhere to the school's Academic Honesty Policy. For further information please read Academic Honesty Policy.

6. Grading

All term grades starting from Grade 1 are entered in the ministry of education's student information system (NOOR), the grading scale will be converted to letter grades until the ministry includes the IB grading scale in their system.

IB PYP

The Primary Years grades PreK1 - 5 adopt a marking scheme of the level of achievement as shown below. We also must provide our students in grade 1 onwards with a national grade following the local criteria.

PROFICIENCY JOURNEY



IB MYP

The MYP marking scheme out of 7, as designated by the IB document, “MYP: From Principles Into Practice”:

| Mark | Boundary Guidelines | Descriptor |
|------|---------------------|---|
| 7 | 28-32 | Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations. |
| 6 | 24-27 | Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence. |
| 5 | 19-23 | Produces generally high-quality work. Communicates secure understanding of concepts and |

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|----------|--------------|--|
| | | contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations. |
| 4 | 15-18 | Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in unfamiliar situations. |
| 3 | 10-14 | Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations. |
| 2 | 6-9 | Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills. |
| 1 | 1-5 | Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills. |

IB DP

The IB DP adopts a mark scheme of 1-7 based on descriptors as described in the IB publication DP Grade Descriptors for use from September 2014.

We will follow the IB DP indications and descriptors for formative and summative assessment.

The table below briefly summarized the grades used:

a) For subjects:

| The IB Grading scale | |
|----------------------|---|
| Excellent | 7 |
| Very good | 6 |
| Good | 5 |
| Satisfactory | 4 |
| Mediocre | 3 |
| Poor | 2 |
| Very poor | 1 |

b) For TOK and Extended Essay:

| The IB Grading scale | |
|----------------------|---|
| Excellent | A |
| Good | B |
| Satisfactory | C |
| Mediocre | D |
| Elementary | E |
| No grade | N |

National Grading system transcription

| IB Scale PYP | Numerical Grade (%) | Letter Grade |
|--------------|---------------------|---------------|
| Extend | 90-100 | A (excellent) |
| Proficient | 80-89 | B (Very good) |
| Developing | 70-79 | C (Good) |
| Emerging | 60-69 | D (Pass) |
| 0 | <59 | F (Fail) |

The weight of the terms are as follows:

T1: 33%

T2: 33%

T3:34%

| IB Scale MYP | Numerical Grade (%) | Letter Grade |
|--------------|---------------------|---------------|
| 7 | 90-100 | A (excellent) |
| 5, 6 | 80-89 | B (Very good) |
| 4 | 70-79 | C (Good) |
| 3 | 60-69 | D (Pass) |
| 1, 2 | <59 | F (Fail) |

Managebac will calculate the final mark directly.

Non-promoting students in PYP

For students in PYP program, teachers will be informing the families within the school year about the student situation in the subjects and areas the student is getting behind, teachers will be giving the opportunities during the year to the student to retake the content or skills behind. If at the end of the academic year the student doesn't achieve a passing grade (emerging or a mark above 59) they will have to take a final exam to make-up the subject. And if the student manages to get 50% of achievement in this exam, they can promote to the next academic year, but we will consider the extra need or support to overcome the difficulties and to be able to standardize for the following academic year so she or he is not left behind.

Subjects considered for this special treatment are Mathematics, Language and Literature, and Arabic.

Students will work on a summer package for the subjects that require this extra work and will take an exam when they come back from holidays to review the new content.

Non-promoting students in MYP

During the MYP academic year, teachers will have evidence of the students' progressions, and they will share their guidance of improvement to students directly, homeroom teachers and in some specific cases, they will send a direct communication directly to the family.

At the end of the academic year, if the student is not reaching a passing grade (3 or above, or above 59) in a subject, they will have to take a make-up exam at the end of the academic year, and if they do not manage to retake the subject with this exam:

* 1 or 2 subjects with a non-passing mark, the student will be able to be promoted to the following year, and they will need extra support in the corresponding subjects, arrangements to consider this support will be made in the schedule.

* 3 or more subjects with a non-passing mark, these students will not be able to promote, they will have to repeat the year.

7. Policy development and revision

The School Principal, Academic Coordinator and the pedagogical leadership team was in charge of this policy's development in January 2022. As indicated below, all members of staff will be involved in the revision of this policy.

At the time of first revision of the policy, members of the Senior Leadership Team involved were:

School Principal: Iván Martínez

Head of Learning and Innovation: Sandra Ospina

PYP Coordinator

General Manager: Joan Blázquez

IT Director: Jesús Castillo

Head of Counselling and Admissions: Julie Alonso

The process of revising the policy is under the control of the school principal and the pedagogical leadership team.

The policy will be developed based on guidelines supplied by IB materials by the school's principal, academic coordinator, pedagogical leadership team, community project coordinators, and personal project coordinators. If the input is in line with IB standards and the school vision, teachers will be asked for feedback on the draft, and the policy will be amended as a result.

The policy will be reviewed annually for the first two years and either confirmed as is or changed appropriately. The responsibility for approving the updated version and disseminating it to the school community via the school website and Managebac will fall on the school principal and academic coordinator.

After that, the policy will be revised on a rotational basis at least every evaluation cycle.

This policy has been revised in March, June, and November 2023.

8. Bibliography

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SEK International School Qatar. (2020). Assessment Policy.

World International School of Torino. (2019). Assessment Policy.