Assessment Policy

Philosophy
Our assessment policy is aligned with our mission and stems from our endeavors to empower young learners to realize their full potential. Assessment is a celebration of the holistic journey of learning and personal growth. It is an ongoing process that focuses on the learner, and is an indicator of the different levels and layers of learning, both for the teacher and the students. It enables all parties involved to better reflect on learning. Through our varied assessment activities, which tap on the cognitive, affective and psychomotor domains and cater for multiple intelligences, we seek an authentic measure for the acquisition of knowledge, concepts, skills, and attitudes.

Practices and Principles
1. Assessment forms an integral and continuous part of the planning, teaching, and learning processes.
   a. Teachers are expected to link planning, teaching, learning and assessment.
   b. Teachers are expected to assess student learning regularly against the objectives and assessment criteria specific to each subject.
   c. Teachers are expected to design and implement appropriate learning activities, based on analysis of students’ performance, in order to promote the learning of all students.
   d. Teachers will document all measures taken.

2. Assessment is a series of interrelated experiences that enhance the learning process.
   a. Teachers are expected to assess prior knowledge before starting instruction.
   b. Teachers are expected to use varied formative and summative assessment tools and strategies to cater for the individual student.

3. Assessment is an opportunity for all parties concerned to reflect on learning
   a. Teachers are expected to provide opportunities to students to both peer and self-assess their learning and progress, and to help them reflect on their own learning.
   b. The school provides students with continuous feedback on their learning.

4. Assessment is twofold: summative assessment, which aims at determining the overall achievement of students, and formative assessment which aims at identifying the learning needs of students to support learning.
   a. Teachers are expected to specify the knowledge, concepts, skills, attitudes, and actions that must be assessed, while providing clear criteria on all assessments.
   b. Teachers use assessment results to make decisions regarding student learning and adjust their plans accordingly.

5. The school has systems in place to record, analyze, and report assessment.
   a. Teachers are expected to follow school instructions pertaining to recording and reporting of assessment data.
b. Teachers are expected to analyze the results of assessment, to monitor students' acquisition of knowledge, concepts, skills, attitudes, and decisions to take action and to provide them with prompt feedback about their learning and progress.

6. The assessment policy is communicated to all members of the school community.
   a. Teachers are expected to communicate effectively and promptly with parents about students' learning and progress.
   b. Teachers are expected to communicate effectively with teachers of the same subject, heads of the department, and the administration about students' learning and progress.

**Policy Implementation: Roles and Responsibilities**

- Teachers should abide by the guidelines laid out in the *Practices* of the assessment policy.
- Support teachers train teachers on the assessment strategies that align with the learning needs of each individual support student.
- Heads of departments’ role will be to supervise teachers and how they abide by these guidelines. They will also be responsible for the training of new teachers, and familiarizing new teachers with the assessment policy.
- Heads of division will oversee the overall implementation of the assessment policy on a school-wide basis. They will be responsible for evaluating and reviewing the assessment policy and the practices when needed.

**Training of New Teaching Staff**

Meetings are held at the beginning of each year with teachers of different grade levels with coordinators and/or heads of departments to introduce and discuss the assessment policy. Teachers are also introduced to the different strategies and tools that can be used.

The school guides teachers through the process of reporting assessment using report cards. These sessions aim at guiding teachers on how to use the policy, including how to use the performance indicators in describing the work of students for formative and summative assessments as well as for the report cards.
Assessment in the Middle Years Programme (MYP) and the Primary Years Programme (PYP)

Principles of Assessment

Students must be able to use and apply their knowledge and skills to comprehend, analyze and evaluate new situations and contexts. Students are also expected to create new designs and constructs based on their learning. Students need to understand assessment expectations, standards and practices, which teachers can introduce early and naturally in teaching, as well as in class and homework activities. All constituents, including students, teachers, parents, and administration should have a clear understanding of the reasons for assessment, what is being assessed, the criteria for success, and the method by which assessment is administered.

Assessment is central to the goal of thoughtfully and effectively guiding students through the five essential elements of learning:

- Acquisition of knowledge
- Understanding of concepts
- Mastering of skills
- Development of attitudes
- Development of learning experiences
- Decisions to take action

The assessment component can itself be subdivided into three closely related areas

- Assessing: how we discover what the students know and have learned
- Recording: how we choose to collect and analyze data
- Reporting: how we choose to communicate information

Assessing

The assessment of the students’ development and learning is an essential component of the curriculum and helps to inform continued development, learning and teaching. Students are observed in a variety of situations and a wide range of assessment strategies are implemented throughout the school year. Teachers use a range of formative and summative assessments, which help to demonstrate student achievement.
Types of Assessment:

- **Pre-Assessment:**
  At the beginning of each Unit, teachers will assess students’ prior knowledge and experience before embarking on new learning experiences. It is not necessary to adhere to certain assessment tool or specific criteria for this type of assessment.

- **Formative Assessment:**
  Formative assessment is interwoven with learning. It helps teachers and students find out what the students already know and can do and therefore it provides information that is used in order for teachers to plan the next stage in learning. Formative assessment and teaching are directly linked and function purposefully together.

  Formative assessment aims to promote learning by giving regular and frequent feedback to the students throughout the learning process. This process helps learners to improve their knowledge and understanding, to foster self-motivation and enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success.

- **Summative Assessment:**
  Summative assessment aims to give teachers and students a clear insight into students’ understanding.

  It is the culmination of the teaching and learning processes, and gives the students opportunities to demonstrate what has been learned. Summative assessment informs and leads to improvement in the teaching process and student learning; it measures understanding of knowledge, key concepts, strategies, skills and attitudes, and leads to action.

  During collaborative planning, teachers decide on the tool and strategy appropriate to the age group. They use a previously agreed upon key with performance indicators and a detailed description of each one of these indicators to assess students. This assessment is descriptive and reflects students’ performance and also can be transferred to numerical marks for recording with the Jordanian MoE.

**Recording**
Assessment strategies are the methods or approaches that teachers use when gathering information about students’ learning. Teachers record this information using a variety of instruments.

Tools teachers use include:

- **Rubrics:** An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students’ work and then how to rate that work on a predetermined scale. In PYP, rubrics can be developed by students as well as by teachers.
- **Anecdotal records** - brief written notes based on observations of students used for reflection on student learning and formative assessment.
The Arab Evangelical Episcopal Church Council  
(The Ahliyyah School for Girls & The Bishop’s School for Boys)

- Continuums - provide visual representations of developmental stages of learning and show a progression of achievement that identify where a student has reached in relation to that learning process
- Examples/exemplars - samples of students’ work that serve as concrete standards against which other samples are judged
- Checklists - lists of attributes or elements that are useful when used formatively as are applied to teachers and students, for formative assessment and reflection on ATL skills

Assessment strategies teachers use include:
- Observations: All students are observed often and regularly, with the teacher taking a focus varying from wide angle (for example, focusing on the whole class) to close up (for example, focusing on one student or one activity), and from nonparticipant (observing from without) to participant (observing from within)
- Selected Response: Single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.
- Open-ended Tasks: Situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution.
- Performance Assessment: Students participate in presentations, demonstrations, performances, speeches, exhibitions, role-play, research report and debate.
- Communication: Types of communication assessments include interviews, question & answers, and conferences.
- Reflection: Students use journals and student portfolios to write reflections.

**Strategies specific to MYP**
- Process journals: to demonstrate higher order thinking and conceptual understanding through meaningful and purposeful reflection
- e-Portfolio assessment: used by each student and developed over the five years of the programme where students and teachers will choose pieces of work, and include observations and evidence from other assessment strategies, that show their levels of knowledge and understanding, and that demonstrate their skills and attitudes across the eight subjects, the personal project (grade 10) and MYP Action
Recording (specific to the MYP)

MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme. In the MYP, teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent.

Assessment in the MYP aims to:

- Support and encourage student learning by providing feedback on the learning process
- Inform, enhance and improve the teaching process
- Provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments
- Promote positive student attitudes towards learning
- Promote a deep understanding of subject content by supporting students in their inquiries set in real world contexts
- Promote the development of critical-and creative-thinking skills
- Reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- Support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.

In formative assessments:

- Teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students achieve their potential. Peer and self-assessments are important elements of formative assessments. Students receive feedback or comments but no grades on their formative assessments.

In summative assessments:

- Assessment is part of every MYP unit. Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject-group specific assessment criteria. Only summative assessments grades will be reported to parents.
MYP assessment criteria

The MYP assessment criteria across subject groups can be summarized as follows.

<table>
<thead>
<tr>
<th>Subject Group</th>
<th>Strand A</th>
<th>Strand B</th>
<th>Strand C</th>
<th>Strand D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and literature</td>
<td>Analysing</td>
<td>Organizing</td>
<td>Producing text</td>
<td>Using language</td>
</tr>
<tr>
<td>Language acquisition</td>
<td>Comprehending spoken and visual text</td>
<td>Comprehending written and visual text</td>
<td>Communicating</td>
<td>Using language</td>
</tr>
<tr>
<td>Individuals and societies</td>
<td>Knowing and understanding</td>
<td>Investigating</td>
<td>Communicating</td>
<td>Thinking critically</td>
</tr>
<tr>
<td>Sciences</td>
<td>Knowing and understanding</td>
<td>Inquiring and designing</td>
<td>Processing and evaluating</td>
<td>Reflecting on the impacts of science</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Knowing and understanding</td>
<td>Investigating patterns</td>
<td>Communicating</td>
<td>Applying mathematics in real-world contexts</td>
</tr>
<tr>
<td>Arts</td>
<td>Knowing and understanding</td>
<td>Developing skills</td>
<td>Thinking creatively</td>
<td>Responding</td>
</tr>
<tr>
<td>Physical and health education</td>
<td>Knowing and understanding</td>
<td>Planning for performance</td>
<td>Applying and performing</td>
<td>Reflecting and improving performance</td>
</tr>
<tr>
<td>Design</td>
<td>Inquiring and analysing</td>
<td>Developing ideas</td>
<td>Creating the solution</td>
<td>Evaluating</td>
</tr>
<tr>
<td>MYP projects</td>
<td>Investigating</td>
<td>Planning</td>
<td>Taking action</td>
<td>Reflecting</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>Disciplinary grounding</td>
<td>Synthesizing and applying</td>
<td>Communicating</td>
<td>Reflecting</td>
</tr>
</tbody>
</table>

School reports students’ progress towards the MYP objectives using the prescribed subject-group assessment criteria once per trimester. Teachers are required to assess each strand of each criterion at least twice per year. Teachers are given permission to not give an achievement level for each criterion, only in the first trimester, if they were not able to cover all the strands for all the objectives.

The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught. They encompass the factual, conceptual, procedural and meta-cognitive dimensions of knowledge.
**Determining achievement levels**

At the end of a period of learning, teachers must make judgments on their students’ achievement levels in each subject-group criterion. To determine these achievement levels, teachers must gather sufficient evidence of achievement from a range of learning experiences and assessments. Teachers need to ensure that this evidence comes from the performance of the student over the duration of the units taught.

Teachers must use their professional judgment in determining the descriptor that best fits the student’s performance and award the numerical level accordingly (out of 8 for each criterion). At the end of the school year, the student’s final achievement levels in all criteria of the subject are added together in order to determine the criteria total (out of 32) and an MYP grade (1-7). The MYP grades will be converted to percentages to be reported to the Ministry of Education.

The following table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Boundary guidelines</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1–5</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>6–9</td>
<td>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.</td>
</tr>
<tr>
<td>3</td>
<td>10–14</td>
<td>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.</td>
</tr>
<tr>
<td>4</td>
<td>15–18</td>
<td>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.</td>
</tr>
<tr>
<td>5</td>
<td>19–23</td>
<td>Produces generally high-quality work. Communicates secure understanding of concepts and 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.</td>
</tr>
<tr>
<td>6</td>
<td>24–27</td>
<td>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.</td>
</tr>
<tr>
<td>7</td>
<td>28–32</td>
<td>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.</td>
</tr>
</tbody>
</table>
Reporting (specific to PYP)
Reporting assessment includes communicating what students know, understand and can do. Reporting involves parents, students, and teachers as partners and is comprehensive and understandable to all parties.

Reporting to parents, students and teachers occurs through:
- The portfolio
- Written report cards
- Student-led conference
- Teacher-student conference
- Teacher-parent(s) conference
- Three-way conference
- Open day (Parents’ Information Day)
- The exhibition

Reporting to Parents

Open Day:
Parents gain information about the school from teachers, coordinators, the head of department and the head of school regarding the curriculum and classroom routines.

Documentation of Individual and Group Learning Engagements:
Teachers listen, observe and document children’s thinking and learning and present it to the school community in a variety of ways such as the learning journal and anecdotal records.

The PYP Exhibition:
Grade 5 is a special year in the PYP. Students prepare for an exhibition, which is a showcase of the concepts, knowledge, skills, attitudes, and action they have earned during their years in the PYP. During the exhibition, the students are engaged in a collaborative, trans-disciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems. The exhibition will vary from year to year, but will include examples of students’ written work, oral presentations, use of ICT, and performances or compositions developed through the Arts subjects.

Students’ work during the exhibition will be assessed using both formative and summative methods in order to show the level of student understanding and achievement. The entire school community joins in the celebration of the exhibition.

The Student Portfolio:
The student portfolio is sent home after the end of each unit alongside the relevant power point presentation. During this time the parent and child can discuss the learning that took place throughout the whole unit. The portfolio is an important part of the PYP evaluation process. The portfolio gives an overview of students’ achievements and accomplishments as they progress through the curriculum. Teachers and students work together to decide on the contents of the portfolio after deciding on the essential agreements. A portfolio will contain:
- Examples of students work
- A self-evaluation by the student if appropriate
The Student portfolio will be used to direct the student-led conference.

**Written Report Cards:**
Parents receive a written report of their child’s progress three times a year, in November, March and June.

**Student-led Conferences:**
Grades KG1-5 share their learning experiences with their parents. Students are in charge of guiding parents through their portfolios.

**Teacher-student Conferences:**
Such conferences are designed to give students feedback so they can reflect on their work and further refine and develop their skills.

**Three-way Conferences:**
In such conferences, students discuss their learning and understanding with their teachers and parents, thus the three partite conference. Students are responsible for reflecting upon work samples they have chosen to share. The student, parent(s) and teacher collaborate to identify the student’s strengths and areas for improvement. This may lead to setting new goals with all parties deciding conjointly how they can support the achievement of these goals.

**Parent-teacher Conferences:**
Parents will be invited to meet with the class teacher to discuss their child’s progress. The teacher will lead the conference using student work and / or the student portfolio.

### Reporting (specific to MYP)

1. **Interim Report**
   These reports are only for students who are struggling in certain subjects and in danger of failing. Parents might be requested for an interview to discuss student progress and strategies for improvement.

2. **Terms Reports**
   - **First Term: A Progress Report**
     This report specifies whether or not a student is meeting or not meeting expectations. As the report goes out to parents after only 11 weeks of instruction, this report serves as more of a check-in. Thus, not all criteria must be covered in the first term for each subject. It is often the first formalized contact between parents and teachers.

   - **Second Term: A Report on Achievement**
     This Report indicates the student’s level of achievement in each of the criterion for each of their MYP courses. In addition, it will indicate the IBMYP grade level using a scale 1-7. Therefore, all criteria will be assessed for each subject.

   - **Third Term: A Report on Achievement**
This report is organized in the same way as the second term report. This report represents the students’ achievement in consideration of the entire year.

3- Parents’ Meetings
Parents’ meetings are held twice per year at the end of the first and second terms to allow teachers and parents to discuss students’ performance, needs and strategies for improvement.

Meeting dates are published in the school calendar.

If a parent is unable to attend Parents’ meeting or does not have the opportunity to talk to a specific teacher, alternate arrangements can be made with that given teacher or teachers.

Homework Policy
A prior schedule for homework is set by homeroom teachers and agreed on by the Language teachers so as not to overload students with too many assignments. Students will not be assessed based on their performance while doing these assignments. Some assignments are electronically sent. Weekends are only used for extensive reading in Arabic and English.
Assessment in the Diploma Programme IBDP

Teachers employ a variety of assessment strategies including written tests/exams, performance-based assessment, observation, communication and self-reflection. Assessment tools that track progress of the learning process include rubrics and anecdotal records. Continuous feedback is given on assessments and progress of learning throughout the semester.

Mark Division in School Transcripts:
The following table illustrates the division of marks for each year:

<table>
<thead>
<tr>
<th></th>
<th>First term</th>
<th>Second term</th>
<th>Third Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30%</td>
<td>30%</td>
<td>40%</td>
</tr>
</tbody>
</table>

It is necessary to abide by the following instructions:
1. Each end of term grade should be inclusive of at least 2 summative assessments.
2. Assessments should include: written tests/exams, performance-based tasks, research, observation, and reflection.
3. Written test/exams must assess higher level thinking skills such as: application (employing knowledge learnt), analyzing information and synthesizing it, problem solving, creating and communication skills.

Assessments

Grade 11:
- Internal weekly/monthly exams
- Internal comprehensive end of year/end of third term exams

Grade 12:
- Mock exams are done in February. These exams are internally assessed.
- External exams are done in May.
- Internal assessments are done per subject under subject specific criteria. Departments moderate these assessments. IB chosen samples are sent to examiners.

School Reports

School reports consist of three documents:

1. **Transcripts:** are available for parents and students to view three times per year on Edunation.

2. **Performance on general competencies:** are teacher’s written comments, which are descriptive and meaningful so that they benefit both parents and future teachers. They must include strengths of each student and the specific areas needing development. Comments should reflect a positive attitude.
3. **Interim Reports**: Are placed in the student’s file. It refers to the student’s overall behavior as well as their performance in a specific subject area. If a student receives a 3 or below, which is a failing grade, he/she is given an interim report indicating that the student is not passing that subject. If a student receives 1 or more interim reports per term, a letter, sent to the parents, is attached with the report describing the situation and the school’s recommendations.

### Diploma Programme Grades

1. Transcripts for the DP are given on a scale from 1-7.

2. Grading assessment follows numerical values and is converted to IB grades as follows:

<table>
<thead>
<tr>
<th>IB Grades</th>
<th>% Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>84-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>6</td>
<td>72-83</td>
<td>Very Good</td>
</tr>
<tr>
<td>5</td>
<td>59-71</td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>49-58</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>3</td>
<td>39-48</td>
<td>Mediocre</td>
</tr>
<tr>
<td>2</td>
<td>29-38</td>
<td>Poor</td>
</tr>
<tr>
<td>1</td>
<td>0-28</td>
<td>Very Poor</td>
</tr>
</tbody>
</table>

3. Assessment is aligned with the requirements of the Diploma Programme.
References


International Baccalaureate Organization. 2015. *What is an IB education?* Wales, UK.