



# Cambridge High School



# Cambridge High School Assessment Policy



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## Our Guiding Principles

### IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

### CHS Mission Statement

Cambridge High School is fully and unequivocally committed to excellence and success by providing a challenging, yet supportive, nurturing and balanced learning environment that allows learners to flourish personally and academically. Through the implementation of high-quality international programmes, education is engaging, effective and inclusive. CHS provides learners with a unique educational experience that incorporates rigorous curricula, extracurricular activities and service initiatives that shape students into well-rounded, caring lifelong learners who are able to work collaboratively and respectfully with others to overcome challenges and contribute towards creating a more sustainable, resilient and peaceful world.

### CHS Vision Statement

Cambridge High School aims to develop lifelong learners equipped with the knowledge and skills needed to reach their fullest potential and to become proactive citizens capable of contributing effectively and efficiently to their communities and the world. CHS aspires for its learners to become innovative, caring and internationally minded individuals who have a deep-rooted respect for their cultural values and principles, as well as that of others.

### IB Learner Profile

Inquirers	Risk-takers	Caring	Principled
Open-minded	Communicators	Balanced	Reflective
Knowledgeable	Thinkers		



## Assessment Policy

### Philosophy of Assessment

Assessments play a vital role in supporting teaching at CHS, as it is one of the major measuring and monitoring tool used to evaluate learning, in addition to provide essential feedback to both teachers, students and parents on the educational process and development. Assessments are conducted to develop strengths and identify weaknesses for all students to be able to reach their full academic potential.

### Purpose of Assessment

The purpose of assessments is to support and develop learning by making sure the assessments are varied, effective and age-appropriate. Constant evaluation of all subject results based on IB criteria provide clear benchmarks for academic achievements and progress, while keeping in mind that learning is neither static, nor uniform and varies from one student to the next.

Assessments determine whether or not the educational aims are being met. As such, they are essential in the decision making process pertaining to grades, advancement, instructional needs and curriculum coverage. They play a vital role in guiding both teachers and students to do better as educators and learners.

Assessments enable the school administration, in collaboration with the coordinators, heads of departments and teachers, to diagnose students' abilities, needs, progress, achievements and later on subject choices to inform future teaching and learning. Students, for their part, can utilize assessments to review and reflect on their academic performance after receiving the necessary and appropriate feedback to better reach their fullest potentials. Parents, as major stakeholders, are expected to fully understand and support the school policies, especially those pertaining to the learning process.

### Assessments and the IB Learner Profile

**Knowledgeable:** Effective and purposeful assessments allow students to demonstrate their knowledge and understanding of all subjects.

**Principled:** Academic integrity is an indivisible part of an IB education. By taking responsibility for their education and dealing with them with the highest ethical standards, students learn to become self-reliant, while giving credit where it is due.

**Communicators:** Assessment demonstrate students' ability to communicate their understanding of their subjects.



**Thinkers:** Critical thinking during assessments opens students up to evaluating information skeptically, yet with an open-mind and giving the proper respect to evidence and reasoning.

**Inquirers:** Encouraging students to become life-long learners in their pursuit of knowledge by fostering a spirit of curiosity and self-motivation.

## Policies of Assessment

- Assessment is ongoing during the learning process against objectives and assessment criteria specific to each subject.
- Assessment of student's performance should be clear, positive, objective and feedback is to be given almost immediately. This aids in maintain a healthy environment and culture necessary for the well-being of the students.
- Assessment must pay appropriate attention to the high-order cognitive skills: synthetic, reflection, evaluation and critical thinking, as well as the more fundamental cognitive skills: knowledge, understanding and application. To achieve this, a wide range of assessment tools and strategies are used to foster life-long learners.
- Teachers should analyze the results of assessments to monitor students' understanding, to provide proper feedback about their learning and progress to both students and parents, and to take the necessary action to maintain a high standard of teaching and learning.
- Assessment of students' performance should be descriptive in terms of criteria or the teacher's comments and include tips on how to improve the student's learning process. This increases the reliability of assessments and guarantees that all students are treated fairly and equally.
- Assessment is a series of interrelated experiences that enhance the learning process. Teachers are expected to assess prior knowledge before starting instruction. Teachers are expected to use a variety of assessment tools and strategies.
- The school has a clear system of recording, analyzing and reporting assessment.
- Assessment should be linked to the essential elements of the written curriculum where possible.
- Teachers are expected to work collaboratively during their weekly meetings to design a scheme of work related to their subject and to standardize all assessments per their subjects and age groups to maintain a high level of fairness and credibility.
- During collaboration meetings, teachers can improve practices by sharing ideas with their colleagues and observe classes. In addition to standardizing assessments, results and grading are moderated and monitored to ensure the highest quality of evaluation.
- CHS teachers are not allowed to tutor their own students whom they teach at school.



## Monitoring and Measuring Learning at CHS

### Assessment Methods

Assessments at CHS are based on the IB philosophy and criteria, in addition to the Ministry of Education requirements.

- **Entrance Exams:** students wanting to join CHS at a later stage must undergo entrance exams in Arabic, English and Mathematics. The assessments are suitable for each age group and reflects CHS's standard expectations for the grade level. Entrance exams are prepared by the heads of departments in collaboration with teachers from each stage with an aim to assess prior knowledge, as well as skill sets necessary to keep up with the school's programme requirements. Entrance exams are an essential part of the school's admission policy and a prerequisite to being accepted at CHS.
- **Observations:** observations of students are made by teachers on an individual basis, in groups or the classes as a whole entity depending on the age groups and subject requirements. These observations are made regularly and focus on skill-based performances.
- **Diagnostic assessments:** they are performed biannually (at the beginning of each semester) for Arabic, English, Mathematics and Physics and the data is collected by heads of departments and subject teachers and used to assess the current status of students to further support the learning process by pinpointing strengths and weaknesses needed for future planning and evaluation. The analysis and remedial plan are worked on collaboratively by the teachers, heads of departments, subject leaders, coordinators and principal. All diagnostic assessments of grade levels are standardized and moderated by subject teachers to ensure reliable results.
- **Reflective assessments:** students are expected to self-reflect on their performance on certain tasks and subject-based assessments. This aims to create more self-aware and self-motivated students.
- **Online assessments:** in a digital era and post-Covid-19, online assessments are fast becoming an integral part of education. With the IB launching its online Diploma Programme pilot in March 2022 and the MYP conducting its assessment online, the school is working towards becoming more fully equipped to administer such assessments on a more ongoing basis by using platforms that cater to online learning and assessment; such as, Microsoft Teams and Edunation. Similar in purpose to more conventional assessments, online exams help teachers get an idea of what students know and where they need help in a number of formats; such as, formative, summative, quizzes, discussion boards, portfolios, and much more.

With technology changing the way students are taught, much of students' work is produced using a computer rather than writing them by hand; such as, IBDP internal assessments and extended essays. In addition, to introduce on-screen assessments, the school ensures that

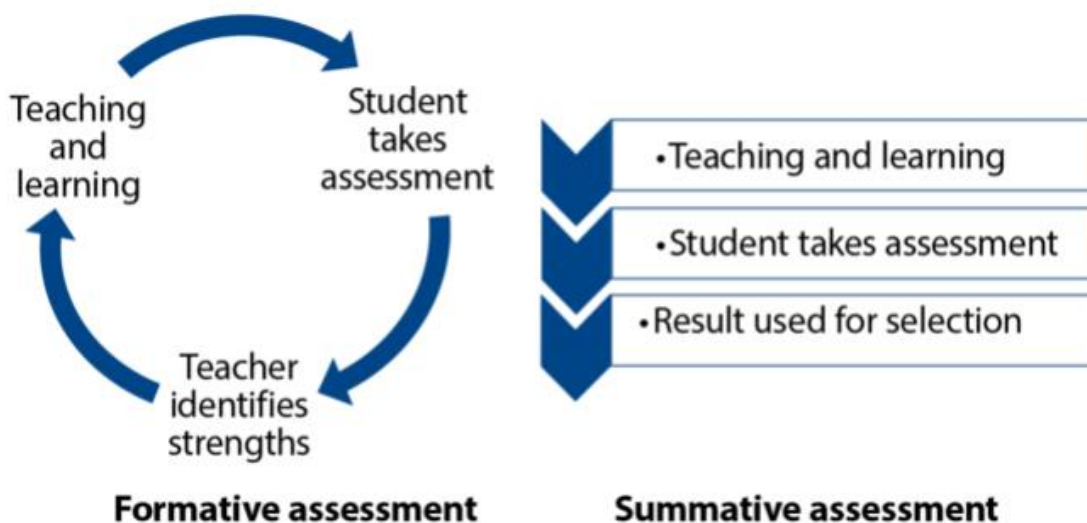


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students are familiar with the style of the assessments so that using the interface is not a barrier and to achieve this, teachers should familiarize students with the tools needed to complete their assessment.

- **Formative assessments:** These assessments are used for some grading purposes and aim to closely monitor and measure students' learning on an ongoing basis. They provide both teachers and students with feedback necessary to improve teaching and learning by raising awareness about their strengths and weaknesses for future planning and development. All formative assessments of grade levels are standardized and moderated by subject teachers to ensure reliable results.
- **Summative assessments:** These assessments are used for grading purposes. All grade levels and subjects have a set of summative assessment criteria to assess students' progress. Summative assessments take place in the form of weekly quizzes, midterm assessments and final assessments each semester. In the IBDP, it is the role of the DP coordinator to make the necessary arrangements for DP year 1 students to sit for mini-mock assessments at the end of the academic year, and DP year 2 students to sit for full mock assessments during the second semester of the academic year. All summative assessments of grade levels are standardized and moderated by subject teachers to ensure reliable results.

*Two possible differences in how formative and summative assessments are used*





## Assessment Tools

Assessment tools are used in combination to help students achieve their best and reach their fullest potential. The tools aid students to focus on what they need to learn and how their performance will be evaluated. Assessed work varies in its purpose and teachers are expected to use the full range of assessment tools. Regardless of the assessment tool used, teachers are expected to clarify to students any task in an organized and coherent manner, in addition to providing them with a clear set of criteria that will be used to assess their work.

- **Rubrics:** having clear criteria that are shared with students and explain what will be evaluated and how it will be measured.
- **Checklists:** Tasks and assignments need to have clear instructions to help students focus their work.
- **Anecdote records/ Progress reports:** brief observations and data is collected in written format and kept as records in an organized and systematic manner for all students. More detailed reports are allocated for students of concern.
- **Benchmarks:** Realistic and appropriate benchmarks for each stage and subject are set at the beginning of the year and documented in yearly/monthly/weekly planners, in addition to the subject's scope and sequence.
- **Written tests:** usually marked and recorded to track students' progress in all subject, as well as their ability to communicate their knowledge and understanding through writing. Also used to develop students' ATL skills, while keeping in mind that at times the focus is to acquire and use the necessary ATL skills rather than the end result. In the IBDP, a weekly quiz chart is posted in each classroom assigning a specific day of the week for each subject to avoid overlapping between subjects.
- **Presentations (individual and groups):** measuring students' ability to work individually or in collaboration with others, in addition to their ability to communicate their knowledge and understanding verbally. Also used to develop students' ATL skills, while keeping in mind that at times the focus is to acquire and use the necessary ATL skills rather than the end result.
- **Assignments:** Help teachers identify any shortcomings in their students' understanding and knowledge of a subject. Also used to develop students' ATL skills, while keeping in mind that at times the focus is to acquire and use the necessary ATL skills rather than the end result.





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## Assessment Procedures during Summative Assessments

- Upon entering the examination rooms, students must do so in a quiet and orderly manner.
- Only water is allowed in the examination rooms. Food and refreshments are not allowed.
- Only general stationary is allowed to be taken into the exam rooms; such as, pens, pencils, coloured pencils, eraser, sharpener, geometry sets, rulers. Other materials; such as, calculators are permissible for certain examinations only. Pencil cases must be transparent.
- A seating chart is provided to the invigilators.
- The examination instructions must be adhered to by the invigilators.
- The examination invigilator has the right to expel from the examination room any student who disrupts or interferes with the proper conduct of the examination.

## Dealing with Exceptions

**Late arrival:** no additional time will be given to students arriving late for the examination.

**Temporary absence:** a candidate must be supervised during a temporary absence from the examination room. There must be no communication with any person other than the person who is supervising the student. During a temporary absence, the candidate must not take any material out of the examination room, have access to material during the absence, or return with any material.

## Malpractice

- Malpractice is taken seriously and clearly outlined in the school's Academic Integrity Policy explaining what constitutes as academic malpractice and the consequences.
- During the examination, and at any other times specified by the invigilator, students must not communicate with any other student. Failure to observe this regulation may constitute malpractice, resulting in no grade being awarded for the examination.
- If a student finds that they have accidentally taken unauthorized material (papers, books, notes of any kinds, or unauthorized electronic devices) into an examination, this material must be disclosed and given to the invigilator immediately. Failure to do so may lead to no grade being awarded for the examination.

## Early Departure

- Students are not allowed to leave the examination room during the exam.
- If the student leaves the examination before the scheduled finishing time, the student will not be allowed to return.
- During IB DP external examinations, students are not allowed to leave the examination room during the first hour or during the last 15 minutes of an examination. Consequently, students must not be allowed to leave the examination room if the duration of the examination is 1 hour and 15 minutes or less.



## KG and Primary School Assessment

Assessments are meant to be used as a guide to steer the educational process into a positive and meaningful experience. Homeroom teachers monitor students' progress and provide regular feedback to parents, while taking into consideration the diverse, complicated and sophisticated ways each individual student learns.

- **KG Assessments:**

KG assessments are done by English and Arabic homeroom teachers to test students' acquisition of essential knowledge and skills using a range of strategies and tools.

### Daily observations

Observations take place both inside the classroom and outside. Behaviours and progress are recorded for the purpose of future teaching and development of the students, as well as their progress on certain tasks or skills; such as, listening speaking and mathematics.

### Weekly homework assignments

At the end of each week, KG students are assigned homework to reinforce what they learned during the week over the weekend. Assignments may include, letters, numbers and/or vocabulary.

### Progress checklists

A list of expected skills, concepts and behaviours is used to facilitate in assessing student progress and achievements. A variety of settings and tools may be used; such as, flashcards, sensory objects, computer and science labs, classroom activities and demonstrations.

### Reflection

Self-assessments may occur during question and answer opportunities created by the teacher during classroom activities; such as, reading or circle times.

### Formative Assessment

It is an on-going assessment that is used to improve both the learning of students and the methods of teaching used by the teachers. Formative assessments are conducted through observations, classroom discussions and portfolios.

### Summative Assessment

It provides a cumulative assessment of students' progress and achievement level. This type of assessment helps students, parents and the school better plan for future learning. The methods may include students' demonstrations, and detailed checklists of development. At the end of the academic year, students are expected to complete a written assessment conducted with the aid of their teachers.



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## Access and Inclusion Arrangements

In the event of a student lagging in development, teachers may provide students with extra worksheets and more individual support at school. For students of concern, the school counselor will be brought in to assess the situation further and afterwards individual meetings with parents will be arranged to discuss how best to move forward.

## Reporting Assessments

All progress is reported to parents through weekly newsletters, teachers' commentary on homework assignments and parent-teacher conferences conducted once per semester.

The combination of assessment tools aims to measure a number of targets that the student is expected to master in KG1 and KG2. The targets are all age-appropriate and range from personal and social growth, to language and mathematical knowledge and skills and physical and artistic development. Students are evaluated as either “satisfactory” or “developing” and progress reports are distributed at the end of the academic year.

- **Primary Assessments:**

Primary students are assessed regularly in order to improve their basic skills. Therefore, students are assessed four times per semester. First and third assessments are formative assessments, while the second and the fourth are summative.

## Formative Assessment

Formative assessments for the main subjects taught in the primary school include: reading comprehension texts, listening comprehension, spelling test, writing and speaking activities, short quizzes, exercises, hands-on activities, oral presentations, lab experiments, short quizzes and simple projects.

Rubrics for formative assessments are shared with the parents at the beginning of the year for them to have a clear idea on how their children are being evaluated.



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## Summative Assessment

These are taken during mid-term assessments (Second assessment) and final assessments (fourth assessments). During the summative assessments, students are evaluated through a set of questions that cover different subjects. A schedule is sent to the parents along with the study sheet before the assessment timing, and they are taken at the beginning of the school day.

## Cambridge Primary Assessment

As part of the CP Programme, the Cambridge Primary testing structure is used to assess learner performance and report progress to students and parents. Cambridge Primary Progression Tests are internal assessments that help check learners' knowledge, skills and understanding. These assessments are available for our core subjects: English, Mathematics and Science. They are also used at the end of the year, which offers an opportunity to review what has been learned during the year. Tests are marked in school.

## Entrance Assessment

Students wishing to join CHS will sit for an entrance exam covering basic reading, writing and basic math skills. Afterwards, they will be interviewed by the head of the school, the primary academic coordinator and the counselor.

## Reporting Assessments

Grades 1,2 and 3 progress reports that describe basic skills improvement and report cards with marks for grade 4 students are distributed to parents during parent-teacher meetings held once per semester. When needed, parents are informed about a student progress or challenges through formal calls or scheduled individual meetings at school.

## Access and Inclusion Arrangements

Diagnostic tests are conducted twice a year to assess students' academic progress. Depending on the results, objectives are set for the coming academic year. In addition, the results are used to pinpoint students who lack the basic skills, in order to provide them with individual plans, as well as extra attention and support. If no progress is noticed, the school counseling department will be notified to provide a more informed perspective and some students may be referred to a specialized center to provide a detailed external report with recommendation on how best to support the student and provide an appropriate action plan to help the student.



## Middle School Assessment (IBMYP)

Assessments are an essential tool to monitor students' learning and progress. Students are assessed according to the four criterion objectives for all subjects taken, in which the descriptors are provided to the students and achievements are decided using the IB assessment criteria.

### Formative and Summative Assessment

Formative and summative assessments are used to evaluate students' progress and learning. Formative assessments; such as, projects, worksheets, quizzes and presentations are used to evaluate the level of student understanding and subject mastery level. Furthermore, formative assessments are used to prepare students for summative assessments. Summative assessments are clarified to students using task specific clarifications. ATLs are also monitored by incorporating them into formative and summative assessments throughout the academic year.

Teacher feedback is an essential part of assessments and required for both formative and summative assessments to ensure student progress and development. Each objective is assessed by criterion and each level of achievement is measured out of 8. The summation of the four criterion is 32, which is then translated into a grade scale out of 7. To provide students with an advantage, rather than penalizing them, a best fit approach is used to assess their performance.

### Entrance Assessment

New students are accepted through admission entrance assessments for Arabic, English, Mathematics and Physics. In addition, to an interview with the admission department, coordinator and school principal.

### Reporting Assessments

All progress and development is provided to parents via written report cards twice per semester and parent-teacher conferences held once per semester. When needed, parents are informed about a student progress or challenges through formal calls or scheduled individual meetings at school.

### Access and Inclusion Arrangements

Students with learning challenges are reported by teachers to the school counselor for observation, monitoring and support. If further intervention is needed, the student may be referred to a specialized center to provide a detailed external report with recommendation on how best to support the student.



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## • Middle School Assessment Criteria

Subject Group	Criterion A	Criterion B	Criterion C	Criterion D
Personal Project	Planning	Applying Skills	Reflecting	-
Interdisciplinary	Evaluating	Synthesizing	Reflecting	-
Community Project	Investigating	Planning	Taking action	Reflecting
Language and Literature	Analysing	Organizing	Producing text	Using language
Language Acquisition	Listening	Reading	Speaking	Writing
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impact of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Investigating	Developing	Creating/Performing	Evaluating
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Physical and Health Education	Knowing and understanding	Planning for performance	Applying for performing	Reflecting and improving performance



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## • Middle School (MYP) Grade Scale

Grade	Boundary guidelines	Descriptor
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.
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.
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.
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
5	19-23	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.
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.
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 situation.



## • **Assessing Personal Project in MYP 5**

The MYP personal project is a student-centred and age-appropriate practical exploration through a cycle of inquiry, action and reflection, which allows students to consolidate their learning throughout the programme. This long-term project is designed as an independent learning experience of approximately 25 hours.

Each student is assigned a supervisor as a guide throughout the process and an opportunity to practice and showcase their ATL skills, in addition to developing their IB learner profile characteristics.

## • **Assessing Service as Action in MYP**

Service as action in the MYP represents areas for students to show the reflection of their learning on their engagement with the community around, in its narrow and broad perspective.

Students engage in a variety of subject-stemming activities that represent: direct service, indirect service, advocacy and research. These activities are NOT assessed, but rather reflected upon.

## • **Assessing Community Project in MYP**

The community project focuses on community and service, encouraging year 3 students to explore their rights and responsibilities to implement service as action in the community. The community project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to service as action in the community.

The objectives of MYP community project encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. The four objectives state the specific targets that are set for learning. They define what students should be able to accomplish as a result of completing the project.

In the Community Project, action involves a participation in service learning (service as action). As students evolve through the service-learning process, they may engage in one or more types of action such as direct service, indirect service, advocacy or research.





## Group work and the process journal

Students can choose to work on the MYP community project independently or in groups of up to three students. In cases where students work together, they work collaboratively to:

- a. Address the objectives of the project
- b. Develop their service learning together
- c. Give their presentation at the end as a group.

The process journal is a place where students record their thoughts, ideas, problem solving, reflections, responses to questions, inquiry questions, research, images, inspirations, photos/videos of progress, interviews.

The format of the process journal is completely up to the student.

Students are responsible, through their use of the process journal, for producing evidence of addressing the four objectives A to D to demonstrate achievement at the highest levels of the criteria.

Students should carefully select evidence from their process journals to demonstrate development in all criteria. These extracts are submitted as appendices of the presentation at the conclusion of the community project. The student should take responsibility for making the appropriate extracts available to the supervisor.

Students working individually should select a maximum of 10 individual extracts to represent the key developments of the community project. Students choosing to work in groups will submit a maximum of 15 process journal extracts.

## Language of the Community Project

The MYP community project will usually be developed and presented in the school's language of instruction. However, students have the opportunity to report their community project in their preferred language, which maybe in Arabic or English.

## Community project goal and Global context

Students at the beginning of the community project are expected to define a goal, a need, a community and a global context.

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, students must identify one of the global contexts for their community project to establish the relevance of their inquiry (why it matters).



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Students are encouraged to make a connection between their project and their local community, then if no need in their local community was found then they may think of a bigger community.

## Presenting the community project

The presentation at the end of the MYP community project is an oral presentation delivered to the school community such as teachers, peers, family and friends.

For an individual student presentation, the time allocated is 6–10 minutes, while for a group presentation, the time allocated is 10–14 minutes.

Presentation will take a place through the community project exhibition.

## Approaches to Learning in the community project

ATL skills that students have developed in subject groups will prepare them for working more independently and developing a community project over an extended period of time.

ATL skills work in articulation across all stages of the community project, sustaining and often overlapping throughout the project. Students will demonstrate how they have met the objectives through their presentation at the end of the community project. They will be expected to communicate clearly, accurately and appropriately, utilizing communication, organization and reflection as ATL skills. Students will reflect on the use of ATL skills in their process journal throughout all the project stages.

## Assessment in the Community Project

Assessment for the MYP community project is criterion-related, based on four equally weighted assessment criteria.

Criteria	Objective	Maximum Weighting
Criterion A	Investigating	8
Criterion B	Planning	8
Criterion C	Taking action	8
Criterion D	Reflection	8

- MYP community projects must assess all strands of all four assessment criteria.
- Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.



- Each band has its own unique descriptor that teachers use to make “best fit” judgments about students’ progress and achievement.
- Students are continuously aware of the assessment criteria, through the use of presentations, supervisors, a checklist and the community project guide.

## Senior School Assessment (IBDP)

In the IBDP there are two mandatory assessments: internal and external, in addition to school and Ministry of Education assessment requirements. To be a full IBDP candidate, students are required to undertake six subjects, in addition to the core elements: Creativity, Activity, Action (CAS); Theory of Knowledge (TOK) and Extended Essay (EE).

### IBDP Internal Assessments

Internal assessments are first marked and moderated by subject teachers, based on clearly set IB criteria and later moderated by IB examiners; such as, the language orals, mathematical explorations and scientific investigations. Work on internal assessments begins in year 1 of the IBDP with teachers explaining the requirements and criteria breakdown for their subjects. By the end of year 1, students should have a clear plan on the topic/research question/investigation/etc. that they would like to explore for their internal assessment. During the summer vacation, students are encouraged to use the time wisely to conduct any research, lab work and/or practice needed for their internal assessment.

At the beginning of years 1 and 2 of the IBDP, students, parents and teachers are given a detailed calendar of all deadlines during the IBDP orientation at the beginning of the academic year, which must be adhered to, to finalize their work and submit their final drafts. The 1<sup>st</sup> semester of year 2 IBDP is mostly dedicated to finalizing groups 1, 3 and 5 internal assessments, while the 2<sup>nd</sup> semester is dedicated to finalizing groups 2, 4 and 6 internal assessments.

Internal assessments include:

- oral work in languages
- laboratory work in the sciences
- investigations in mathematics
- artistic performances/exhibitions



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## IBDP External Assessments

CHS registers its students for the external examinations during the May session of each year, with retakes taking place in November when necessary. External assessments, which are the official summative assessment, are all marked by IB examiners only. The schedule for the external assessment is published by the IB and distributed to students, along with their individual schedules once it is released. During the 2 years of the IBDP, the school and teachers are responsible for covering all the curriculum requirements for their subjects and best prepare their students for the external examinations. The external examinations are divided into a number of papers (1, 2 and sometimes 3) that are taken separately, but in strict adherence to the timings published by the IB. All teachers must complete their curriculum and subject requirements by the end of March of year 2, as the month of April is the study leave period for students to study for their external examinations.

External assessments include:

- essays
- structured problems
- short-response questions
- data-response questions
- text-response questions
- case-study questions
- multiple-choice questions

## IBDP Core: Extended Essay, Theory of Knowledge (TOK), Creativity-Activity-Service (CAS)

To complete the IBDP, the core components are required. Their aim is to broaden students' educational experience and challenge them to apply their knowledge and skills.

- **Extended Essay:** requires students to engage in an independent research through an in-depth study of a question relating to one of the DP subjects they are studying. The process of choosing an EE supervisor and subject begins in the 2<sup>nd</sup> semester of year 1, after which a timeline of meetings and draft submissions is created and distributed to students, and the final submission takes place at the end of the 1<sup>st</sup> semester of year 2. Through the research process for the extended essay, students develop skills in: formulating an appropriate research question; engaging in a personal exploration of the topic; communicating ideas and developing an argument. All extended essays are externally assessed by examiners appointed by the IB. They are marked on a scale from 0 to 34.



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The score a student receives relates to a band. The bands are:

- A – work of an excellent standard.
- B – work of a good standard.
- C –work of a satisfactory standard.
- D – work of a mediocre standard.
- E – work of an elementary standard.

- **Theory of Knowledge (TOK):** this course focuses on critical thinking and students inquire into the nature of knowing to deepen their understanding of knowledge as a human construction.

TOK is assessed through an exhibition and a 1,600-word essay. The exhibition, which is to be completed in year 1, requires the students to create an exhibition of three objects that explores how TOK manifests in the world around us. While, the essay, which is to be completed in year 2, focuses on a conceptual issue in TOK. For example, it may ask students to discuss the claim that the methodologies used to produce knowledge depend on the use to which that knowledge will be used.

- **Creativity-Activity-Service (CAS):** CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. CAS involves students in a range of activities alongside their academic studies to enhance their personal and interpersonal development by learning through experience.

CAS is an 18-month compulsory component for years 1 and 2 student, though it is not formally assessed. However, students reflect on their CAS experiences as part of the DP using the Managbac platform, and provide evidence of achieving the seven learning outcomes for CAS:

1. Identify your own strengths and develop areas for personal growth.
2. Demonstrate that challenges have been undertaken, developing new skills in the process.
3. Demonstrate how to initiate and plan a CAS experience.
4. Show commitment to and perseverance in CAS experiences.
5. Demonstrate the skills and recognize the benefits of working collaboratively.
6. Demonstrate engagement with issues of global significance.
7. Recognize and consider the ethics of choices and actions.



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To receive the points for the full IBDP, students must complete CAS, TOK and EE. The following matrix is used for award of points for TOK and the EE:

Extended essay	Theory of knowledge (TOK)					
	Grade awarded	A	B	C	D	E or N
	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				

## Mini-Mock and Mock Assessments

At the end of year 1, IBDP students sit for mini-mock examinations during the month of June in lieu of final examinations. For these exams, all the material covered during year 1 for all subjects is included and students are expected to sit for more than one paper (when applicable). An exam schedule is distributed in early May for students to create an appropriate and effective study schedule to be fully prepared for the mini-mock examinations. All written assessments are expected to follow IBDP exam formats.

Mock Assessments for year 2 IBDP students take place at the beginning of the 2<sup>nd</sup> semester for a two-week period. The winter vacation is considered a study leave period of three weeks for students to prepare for their mock examinations. For the mock exams all material covered during year 1 and 2 is included in the examination and students are expected to sit for full subject papers 1, 2 and 3 (when applicable). The mock exam schedule is distributed to students during the month of December to help them prepare an effective study schedule necessary to do their best in the mock examinations. All written assessments are expected to follow IBDP exam formats.

The purpose of both the mini-mock and mock assessments is to fully simulate an IBDP external examination ranging from exam timings to proper conduct of exams as required by the IB. In addition, to giving students the chance to study and review their subjects a number of times before sitting for the official IBDP external examinations in May. DP students understand that the DP is a two year programme and assessments involve the whole course. As a result, students are expected to recall and apply all the knowledge they have acquired over the two years of the programme.



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## Formative and Summative Assessments

Weekly quizzes are assigned to continue assessing students, as well as official midterm assessment in the middle of each semester, finals, presentations, projects, mini-mocks and mock examinations. All formative and summative assessments are corrected by teachers and feedback is expected to be given within 48 hours. All written assessments are expected to follow IBDP exam formats.

## Diagnostic Assessments

Diagnostic exams are given at the beginning of year 1 to assess students' proficiency and knowledge in English, Arabic and Mathematics. The purpose of diagnostic exams is to assess the academic status of the students to aid in the teaching process, in addition to ensuring proper student placement and subject choices.

## Entrance Exams

Students wanting to join CHS in grade 11 must undergo entrance exams in Arabic, English, Mathematics and Physics (if it is a subject option). Afterwards, interviews with the admission department, coordinator and school principal and conducted.

## Access and Inclusion Arrangements

Students with special educational needs are observed and records are kept in order to apply for inclusive access arrangements; such as, extra time, modified papers and/or readers. The procedure of identifying and documenting students' needs are made in compliance with the IB Access and Inclusion Policy requirements.

## Reporting Assessments

All progress and development is provided to parents via written report cards twice per semester and parent-teacher conferences held once per semester. When needed, parents are informed about a student progress or challenges through formal calls or scheduled individual meetings at school.



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## • Senior School (DP) Grade Boundaries

Subject	Level	7	6	5	4	3	2	1
Arabic A	SL	87-100	77-86	67-76	57-66	47-56	37-46	0-36
Arabic B	HL	87-100	77-86	67-76	57-66	47-56	37-46	0-36
	SL	87-100	77-86	67-76	57-66	47-56	37-46	0-36
Arabic ABinitiation	SL	87-100	77-86	67-76	57-66	47-56	37-46	0-36
English A	HL	87-100	77-86	67-76	57-66	47-56	37-46	0-36
	SL	87-100	77-86	67-76	57-66	47-56	37-46	0-36
English B	HL	87-100	77-86	67-76	57-66	47-56	37-46	0-36
	SL	87-100	77-86	67-76	57-66	47-56	37-46	0-36
Business Management	HL	85-100	75-84	65-74	55-64	45-54	35-44	0-34
	SL	85-100	75-84	65-74	55-64	45-54	35-44	0-34
Economics	HL	85-100	75-84	65-74	55-64	45-54	35-44	0-34
	SL	85-100	75-84	65-74	55-64	45-54	35-44	0-34
Digital Society	HL	85-100	75-84	65-74	55-64	45-54	35-44	0-34
	SL	85-100	75-84	65-74	55-64	45-54	35-44	0-34
History	HL	85-100	75-84	65-74	55-64	45-54	35-44	0-34
	SL	85-100	75-84	65-74	55-64	45-54	35-44	0-34
Biology	HL	85-100	75-84	65-74	55-64	45-54	35-44	0-34
	SL	85-100	75-84	65-74	55-64	45-54	35-44	0-34
Chemistry	HL	85-100	75-84	65-74	55-64	45-54	35-44	0-34
	SL	85-100	75-84	65-74	55-64	45-54	35-44	0-34
Physics	HL	85-100	75-84	65-74	55-64	45-54	35-44	0-34
Computer Science	HL	85-100	75-84	65-74	55-64	45-54	35-44	0-34
	SL	85-100	75-84	65-74	55-64	45-54	35-44	0-34
Math AA	HL	85-100	75-84	65-74	55-64	45-54	35-44	0-34
	SL	85-100	75-84	65-74	55-64	45-54	35-44	0-34
Math AI	HL	85-100	75-84	65-74	55-64	45-54	35-44	0-34
	SL	85-100	75-84	65-74	55-64	45-54	35-44	0-34
Visual Arts	HL	87-100	77-86	67-76	57-66	47-56	37-46	0-36
	SL	87-100	77-86	67-76	57-66	47-56	37-46	0-36





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## • Ministry of Education IBDP Equivalency

The diploma is equalized to the Jordanian General Secondary Education (Tawjihi) Certificate in either the science stream or the arts stream based on the following:

- Students must pass at least 6 subjects
- At least 2 of the six subjects must be at HL
- Mathematics and one science at either SL or HL must be passed.
- Arabic language at either SL or HL must be passed for Jordanian and Arab students.
- For full diploma students the minimum sum of their three HL subjects must be 12.
- The passing mark for HL is 3/7 and for SL 2/7. If a student does not reach the passing mark for HL, it could be counted as a SL subject.

### Science Stream:

- Two of the six subjects must be at HL from Group 4 **or** one Group 4 subject at HL and Mathematics at HL.
- All students (diploma and course) must take TOK, CAS, Religion and Jordanian History
- Minimum total of 21/42

### Art Stream:

- Two of the six subjects must be at HL from Group 3 **or** one Group 3 subject at HL and one language subject at HL **or** two language subjects at HL.
- All students (diploma and course) must take TOK, CAS, Religion and Jordanian History
- Minimum total of 21/42

**Jordanian General Secondary Education Certificate (Tawjihi) percentage grade equivalency:**

IBDP Grade	Tawjihi percentage Grade
7	100%
6	95%
5	88%
4	77%
3	66%
2 (SL ONLY)	55%



## Assessments and Approaches to Learning Skills (ATLs)

Through ATL skills students develop competencies that have relevance across the curricula to help them “learn how to learn”. ATL skills can be learned and taught, improved with practice, and developed incrementally. They provide a solid foundation for learning independently and with others. ATL skills help students prepare for, and demonstrate learning through, meaningful assessment.

IB programmes identify five ATL skill categories, expanded into developmentally appropriate skill clusters, as summarized in the table below.

ATL skill category	ATL skill Cluster	Main questions that the skill addresses
Communication Skills	Communication skills	How can you read, write, and use language to gather information? How can you exchange thoughts, messages and, information effectively through interaction?
Social Skills	Collaboration Skills	How can you work with others effectively?
Self-Management Skills	Organization Skills	How can you manage time and tasks effectively?
	Affective Skills	How can you manage your state of mind?
	Reflection Skills	How can you (re)consider the process of learning?
Research Skills	Information Literacy Skills	How can you find, interpret, judge, and create information?
	Media Literacy Skills	How can you interact with media to use and create ideas and information?
Thinking Skills	Critical Thinking Skills	How can you analyze and evaluate issues and ideas?
	Creative Thinking Skills	How can you generate novel ideas and consider new perspectives?
	Transfer Skills	How can you use skills and knowledge in multiple contexts?



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ATL skills contribute to students' achievement in all subject groups. They are not formally assessed, but students' mastery level of skills is monitored and reported.

There are several techniques and strategies that can be used to monitor the progress of students related to their development in ATL skills, such as:

1. **Performance assessment:** (e.g., rubrics, checklists, rating sheets, notes, diaries, story completion and logs, student self-assessment or peer-assessment)
2. **Portfolio/digital portfolio:** the portfolio is student-driven, it is an ongoing, purposeful collection, composed of student work and is designed to demonstrate growth, understanding, creativity and reflection of the student both inside and outside the program requirements.
3. **Reflection/Learning Journals and Logs:** to record reflections and feedback on student learning.
4. **Authentic Assessment:** assessing students' ability to perform real- life or authentic tasks; for example, project-based learning, student initiated activities or student led conferences. Through conferences, students deepen their understanding of the core elements of the MYP and DP, enhance their communication skills, reflect upon, and set goals for their learning.



## Reporting Student Assessment

- **Report Cards:** reports cards are given out to parents or legal guardians four times per academic year. The first time is usually in November, immediately after 1<sup>st</sup> semester midterm assessments, while the second is given out after 1<sup>st</sup> semester final assessments at the beginning of the second semester. The third time they are given out is in April, immediately after 2<sup>nd</sup> semester midterm assessments, and the last report is given out in June after the 2<sup>nd</sup> semester final assessments.
- **Parent-Teacher Conference:** as parents are major stakeholders in their children's education, CHS hold parent-teacher conferences in November and April of each year. During the conference parents and teachers are able to engage at a deeper level to further understand the programmes offered at school and to discuss their children's progress and needs to help them reach their full potential and achieve their goals.
- **Individualized Progress Reports:** these reports provide a more in-depth and detailed documentation of students' progress or lack thereof. It is usually reserved for students of concern who are not reaching the necessary benchmarks required of their age group. In addition to the report, individualized meetings with parents/legal guardians may take place anytime throughout the academic year to tackle any challenges that may be hindering a student's progress and development.

## CHS Access and Inclusion Arrangements

The Inclusion Department at CHS applies the appropriate adjustments recommended by external certified centers that the learners are referred to. Learners are entitled to get their required extra time, reader, writer, modified paper and/or enlarged font as required according to their need. The procedure of identifying and documenting students' needs is an extensive and lengthy process and any arrangements are made in strict compliance with the IB Access and Inclusion Policy requirements. Following are the list of arrangements that the school is well equipped to provide:

- Extra time: 10%, 25%, or 50% additional time is provided to the student.
- Scribe: to assist the student when sitting for written examinations.
- Readers: to read the questions out loud to the learners and can also read back the answers the learners have given.
- Prompters: who are responsible for making sure learners are answering their exams. This would typically be permitted for applicants who have been identified as having a significant attention problem.
- Exam paper modifications such as larger font or coloured paper.
- Using a word processor.
- Alternative venues for examinations when students meet the adverse circumstances outlined by the IB.



## IB Standards and Practices for Assessment

**Culture 5: The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)**

**Culture 5.1:** The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)

**Culture 5.2:** The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)

**Culture 5.3:** The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)

**Culture 5.4:** The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)

**Culture 5.5:** The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

**Culture 6: The school implements, communicates and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)**

**Culture 6.1:** The school implements processes with consideration of the relationship between its IB mandated policies. (0301-06-0100)

**Culture 6.2:** The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

**Culture 6.3:** The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

**Culture 6.4:** The school articulates a planned integration of human, natural, built or virtual resources in all of its IB-mandated policies. (0301-06-0400)

**Culture 6.5:** The school considers the Learner Profile in all of its IB-mandated policies. (0301-06-0500)

**Culture 6.6:** The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)



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## **Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)**

**Approaches to assessment 1.1:** Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation. (0404-01-0100)

**Approaches to assessment 1.2:** The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment. (0404-01-0200)

## **Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)**

**Approaches to assessment 2.1:** Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)

**MYP 1:** Teachers plan and design the assessment of student learning based on the criteria and procedures in accordance with programme documentation. (0404-02-0121)

**MYP 2:** The school records criterion level totals and submits MYP personal projects for IB moderation in accordance with programme documentation. (0404-02-0122)

**DP 1:** The school uses the objectives and assessment tools for each subject, and component of the DP core, to build summative assessments of student learning. (0404-02-0131)

**DP 2:** The school records and submits IB-validated assessments for the components of the DP core in accordance with programme documentation. (0404-02-0132)

## **Approaches to assessment 3: The school administers assessment consistently, fairly, inclusively and transparently. (0404-03)**

**Approaches to assessment 3.1:** The school administers assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)

**MYP 1:** Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0121)

**DP 1:** Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0131)

**Approaches to assessment 3.2:** The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200)

**Approaches to assessment 3.3:** The school ensures that external reporting and/or predictions are as accurate as possible, and are appropriately designed for the contexts in which they are required. (0404-03-0300)



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**DP 1:** The school communicates forecasted grades to institutions (such as those to higher education institutions) and predicted grades to the IB, in ways that value academic integrity and reflect as much accuracy as possible. (0404-03-0331)

## Cycle of Review

The review of the policy takes place regularly and periodically (every 2-3 years) to keep the school in line with the IB policies and regulations. Revisions of the policy took place in April 2008, April 2011, April 2015, June 2017, October 2017, February 2018, March 2022 and June 2023

### Assessment Policy Steering Committee

**Principal:** Raghda Al Sawalqa  
**IBDP Coordinator:** Nancy Khair  
**IBMYP Coordinator:** Shireen Bakri  
**Primary CP Coordinator:** Niveen Salah  
**KG:** Dana Hammad and Carol Powers  
**Grades 1-4:** Mary Wakeeleh and Fadwa Mustafa  
**Grades 5-8:** Samar Jerisat and Merait Qumsieh  
**Grades 9-10:** Hanin Rantisi, Marah Abu Hamad and Razan Tamimi  
**Grades 11-12:** Ghadeer Hatabeh and Rana Yasin

## References

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- *Conduct of Examinations Booklet 2023*. International Baccalaureate Organization (UK) Ltd, 2022.
- *Assessment Principles and Practices—Quality Assessments in a Digital Age*. International Baccalaureate Organization (UK) Ltd , 2019.