

# **LWIS – CiS IB ASSESSMENT POLICY**

## **Philosophy**

At LWIS – CiS, the IB Programme encourages and requires the use of a multitude of assessment methods throughout the school year, where each department has a detailed distribution of assessment criteria based on the IB standards, expectations and practices. Related procedures are fully discussed with all subject teachers who play an essential role not only in supporting the curricular objectives but also in supporting and measuring students' learning as well. This explains the collaborative involvement of teachers in the assessment and grading of their candidates which is an important part of DP assessment process.

## **Formative and Summative Assessments**

At LWIS-CiS, assessment is split into formative and summative assessments to provide learners with a solid platform throughout Year-1 and Year-2 towards their IB profile attainment journey and their IB official exams.

- (1) In formative assessment, teachers are expected to use different strategies and tools to assess students' learning, such as quizzes, projects, oral presentations, power point presentations, class discussions, research work, model build-up, portfolios, essays, open-ended tasks, homework, and assignments. These assessments are designed to help students to reflect on their weaknesses and strengths, develop own learning strategies, and identify where they stand regarding their own work. Likewise, formative assessment is extremely essential for teachers as they use it to overview their teaching strategies and their assessment for learning. Throughout, teachers' formative grading depends on self-evaluation rubrics, exemplars, checklists, etc, that are aligned with the formal assessment of each subject.
- (2) Summative assessment, which is an assessment of learning, indicates a candidate's achievement level based on their performance in the six chosen subjects and the core elements. Whether the assessment is done at the end of a chapter, unit, trimester, or during the mock exams, or by submitting an inquiry report, video, etc, such assessments are used as an evidence of the students' progress and where do they stand with respect to the IB intended learning objectives.

## **IB Assessments**

In addition to the IB official exams that take place at the end of IBDP Year 2, there are two types of assessments: (1) Internal Assessment (IA), and (2) External Assessment (EA):

(1) Internal Assessment (IA):

IA is marked internally based on strict and clear criterion referenced by the subject Teacher. IA includes oral work, laboratory work, mathematical investigations, field work, etc... The awarded grade is accompanied by teachers reflecting on the performance. The grades are then submitted to the IB. Departments are expected to keep portfolios of all IAs in case samples are requested by the IB. Failure to submit IA marks for a subject will lead to no grade for that subject.

(2) External Assessment (EA):

Externally assessed course work is an examination or work completed during the course and then sent to an external examiner assigned by the IB. Such work includes the Extended Essay, Theory of Knowledge essay, Language A: language and literature written tasks, Language B written assignment, and Language ab initio written assignment.

Accordingly, IB teachers must introduce to their students in each subject the nature of assessment expectations, standards and practices. In addition, they must fully understand the difference between internal and external assessments and how they are conducted in accordance with their IB subject guide as this directly contribute to the student's final qualifications.

Evaluation of the CAS experiences and performance will be based on the criteria given in the "Creativity, Activity, Service Guide". School CAS Coordinators must inform the IB Coordinator who in turn notifies the IB whether or not candidates have completed their CAS programme.

In line with the academic honesty policy, IB subject teachers must ensure to their best the authenticity of their learners' internal assessment (IA) before submitting it to IB. Student's work suspected of plagiarism will be dealt with in accordance with the school policy and the IB Honesty Code. The school uses the turnitin program to detect plagiarism and implement the academic honesty policy.

On a yearly basis, IA and EA deadlines are collaboratively scheduled between the DPC, HOD and DP teaching staff. Other assessments are usually conducted at specific schedules throughout Year-1 and Year-2.

## **Grading**

Though as a school, we are proud of our learners' academic results, the grading system is a reflection of our appreciation of our school mission and vision. It is an active system to push the boundaries of our learners whether in their classes or beyond.

The LUIS IB grading system is a reflection of its implication of our learners' progress to

- (1) conform with the requirements of their subjects and levels
- (2) achieve being awarded the DP diploma or any DP course result.

In this respect, the grade reporting between IBDP Y1 and IBDP Y2 of the subjects and core elements are as described below:

#### IBDP Year 1

Results are issued as percent in T1, T2, and end of year mock exams. Percentages are associated to IB grade descriptors from 1 to 7. Conversion will be conducted at the end of the year and specifically on the end of year grade subject averages before submitting them to Ministry of Education (MEO).

The first preliminary predicted grade for subjects will be assigned by teachers based on the breakdown of subjects' components and an explanation of their grading based on the IB grade descriptors.

Core subjects for the CAS, ToK, and EE are evaluated throughout to describe and evaluate students' performance and progress during year 1

#### IBDP Year 2

Results are issued as percent in T1, and end of year mock exams. Percentages are associated to IB grade descriptors from 1 to 7. Conversion will be conducted at the end of the year and specifically on the end of year grade subject averages before submitting them to MEO. The second preliminary predicted grade for subjects will be assigned by teachers after trimester 1 and based on the breakdown of subjects' components and an explanation of their grading based on the IB grade descriptors. The final predicted grade to be submitted to IBIS will be done after the mock exams

Core subjects for the CAS, ToK, and EE are evaluated throughout trimester 1 to describe and evaluate students' performance and progress. The points (0-3) to be contributed from ToK and EE via a points matrix will assigned once the final learners' work is submitted by teachers to the IBDP coordinator and graded from A to E.

CAS does not receive a grade as it would be meaningless to evaluate performance in this area. Receiving an **E** in TOK or EE or do not complete the CAS will fail being awarded the Diploma.

Teachers are expected to place marks on Internal Assessment candidates' assessment work in accordance with the grade descriptors available in the DP Grade Descriptor to ensure that all IB candidates' work conforms with the IB requirements for each subject and level. Each subject is on a scale from 1 to 7, with 7 being the highest grade, as opposed to the TOK and EE which are graded on a scale from A to E, with A being the highest grade.

The teacher(s) for each subject and level with an internal assessment component must ensure that the candidates' work conforms with the requirements of the subject and level. Collaborative meetings scheduled between subject teachers and /or others provide opportunities to share IB criteria marking experiences and better understanding of the IB

standardization practices. Marks will be awarded even if the work, or participation, is incomplete.

Subject teachers are required to submit to the IB Coordinator a sample of the work that has been internally assessed for the purpose of moderation by the IB.

Mock exams assessment will be conducted in a testing hall specially arranged according to the IB testing measures

### **Reporting**

To better ensure the understanding, responsibilities and support of all parties towards the IBDP reporting system, an open day at the beginning of IBDP Year-1 and Year-2 is conducted for all students, parents and teachers. In this respect, parents/guardians will be introduced to the IB grading systems and their implications on the award of the IB diploma.

#### *Frequency of Reporting*

School's assessment results (formative or summative) in line with the IB evaluation criteria together with students and teachers' reflections will be communicated to the parents in a timely manner in order to regularly follow learner's progress and interfere in case(s) of risk of failure.

- Formative and summative assessment are conducted from September to May for Year 1 and from September to February in Year 2 as in-class assessment. Results of these assessments are communicated to students and parents (via eschool, calls, meetings, etc.) in October, November, February, March, and May of Year-1 and in October and November of Year-2.
- Mock exams are done at the end of IB year 1 (end of June) to give parents/guardians, teachers and students an indication of the level at the specified assessment time.
- In March-April of Year-2 IBDP, mock exams are conducted, in preparation for the IB official exams, the results are reported to students and parents as we included in the end-of-year report cards.
- Report cards are issued three times (December, March, and one July) during IBDP Year-1 and also three times (December, March and April) during IBDP Year-2.
- Trimester final exams for Year-1 IBDP students occur in December and March whereas those for Year-2 IBDP students occur in December.
- Furthermore, a progress report for each learner will also be sent to parents/guardians via the school online system (e-school) at the middle of each trimester reflecting the learner's progress in each of the six IB subjects taken by the learner.
- Reporting to parents/guardians and students is based on DP assessment criteria in order to genuinely reflect the curriculum, teaching and learning, and the students development towards the IB learner's profile.
- It is the responsibility of the school not only to fully provide parents/guardians with the necessary information related to the progress of their children but also to share with them gathered reflections in order to get them involved in their children's achievements.
- Marking student's work (oral, written, peer, etc.) is made transparent to all students. If a candidate submits no work, an "F" will be entered on IBIS for the mark, resulting in no grade for the subject and level.

- Parents/guardians of students with unsatisfactory outcomes leading to IB failure risk will be called for a meeting. Students who fail to complete a trimester's final grade will receive an F if absence is not excused. If absence is excused, the learner is expected to re-do the exam during the first week of the following trimester.

Tracking and analysis of assessments data is part of the reporting process at LWIS – CiS. It is conducted by the principal, DP coordinator, departments heads, teachers, and students to address any macro- and micro- concerns. In this regard, interpretation and analysis of results always take into account students' reflection and the impact observed on the students learning and abilities.

## **DP Award and School promotion**

### *IB requirements*

All assessment components for each of the IB six subjects and its core elements must be completed with a minimum threshold of 24 points in order for a candidate to qualify for the awarding of the IB diploma. Each subject is graded 1-7, with 7 being the highest grade. In this respect to be promoted, a student should pass all courses with a minimum of 12 points or more in HL subjects and a minimum of 9 points or more in SL subjects and a total of 24.

TOK and EE are graded A-E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total of the overall diploma award. CAS does not have any points contribution to the IB total points but IB candidates who fail to complete the CAS requirements by the due date will not receive their diploma and will be given an additional year for requirements completion which will be expired on June 1<sup>st</sup> of the year to follow.

Hence, the overall maximum points from subject grades, ToK and the EE is therefore 45:  $(6 \times 7) + 3$ .

The additional requirements are the following.

- CAS requirements have been met.
- No "N" is received for TOK, the EE or for a contributing subject.
- No "E" is received for TOK and/or EE.
- No score of "1" is received in a subject/level.
- No more than two scores of "2" are received (HL or SL).
- No more than three scores of "3" or below are received (HL or SL).
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

A "bilingual diploma certificate" can be awarded to an IB candidate who has

- Completed two languages from group 1 subjects with at least a grade 3

- Complete a subject from group 3 or 4 in a language different than the one chosen in group 1 with a grade of 3 at least or higher.

School requirements

Parents / guardians and students will be made aware of the promotion requirements from year 1 to year 2 as shown below:

- Students must pass all his/her subjects with a minimum of 50% average per subject. Students with one subject between 45 and 50 will do a make-up exam; after which, an academic meeting will be held to overview the original decision based on the learner’s performance against IB requirement criteria.
- Promoted students will be given, a preliminary predicted grade (PG), in all their subjects based on the IB prescribed grade guide. Such grades will be used to (1) describe the learners’ IB profile towards his/her year 2 exit exam and (2) follow up on learners’ academic changes during year 2 to finally generate the PG to be placed on IBIS.
- End of year 1 yearly averages, the Predicted Grades of all promoted learners, in addition, to subjects’ teachers and IBDP comments will be used to develop a summer agenda for all learners. The agenda will be discussed with each learner in the presence of his /her parents when collecting report cards

**LWIS IBDP Y1 & Y2 GRADING SYSTEM**

<b><u>IBDP Y1</u></b>			<b><u>IBDP Y2</u></b>	
<b>GRADING IN %</b>	<b>IB GRADE DESCRIPTOR</b>		<b>GRADING IN %</b>	<b>IB GRADE DESCRIPTOR</b>
<b>84+</b>	<b>7</b>		<b>80+</b>	<b>7</b>
<b>73 – 83</b>	<b>6</b>		<b>65 – 79</b>	<b>6</b>
<b>62 – 72</b>	<b>5</b>		<b>53 – 64</b>	<b>5</b>
<b>51 – 61</b>	<b>4</b>		<b>41 – 52</b>	<b>4</b>
<b>40 – 50</b>	<b>3</b>		<b>30 – 40</b>	<b>3</b>
<b>30 – 39</b>	<b>2</b>		<b>20 – 29</b>	<b>2</b>
<b>0 – 29</b>	<b>1</b>		<b>0 - 19</b>	<b>1</b>

	<b><u>IPDP Y1</u></b>	<b><u>IBDP Y2</u></b>
• <b>High Distinction</b>	<b>85 and above</b>	<b>80 and above</b>
• <b>Distinction</b>	<b>82.00 – 84.99</b>	<b>77.00 – 79.99</b>
• <b>High Honors</b>	<b>78.00 – 81.99</b>	<b>73.00 – 76.99</b>
• <b>Honors</b>	<b>75.00 – 77.99</b>	<b>70.00 – 72.99</b>

Review of the Assessment Policy

A committee consisting of the school principal, vice principal, DP Coordinator, HODs, and IBDP teachers will collaboratively be responsible for reviewing, developing, allocating and communicating the assessment policy on a yearly basis.

Revised: June, 2023