Assessment Policy

Philosophy

CIS Assessment Policy aligns with the IB philosophy and stems from our belief that assessment is integral to planning, teaching and learning, and plays an essential role in delivering effective instruction. We recognize that teaching and learning, and the assessment of that learning are fundamentally interdependent. To meet this end, assessment is a continuous process of gathering information and evidence aimed to inform decision making about students, curricula and programmes, as well as educational policies.

All involved in the learning process must have a clear understanding of the purpose of assessment, what is being assessed, the criteria for success, and the methods by which assessment is made. Therefore, assessment is ongoing, varied, and purposeful and assessment tasks are authentic to allow the students the opportunity to apply the acquired knowledge and skills in real-life contexts.

Assessment is significant and purposeful in evaluating the understanding and the development of students at different stages in the learning process. Therefore, CIS strives to provide engaging instruction in a safe and structured environment, with the student at the center of the learning process while empowering learners to reflect on their own learning to support them in thriving and exploring their full potential.

Purpose of Assessment

Assessment informs teaching practice, measures student development and learning, as well as communicates student progress to parents.

Effective assessment allows teachers to:
- Be aware of students' level of competency and design assessments accordingly
- Build on students' strengths to promote learning
- Engage in self-reflection on their own practice and use assessment data and criteria to inform learning and teaching
- Assess students' growth of knowledge, conceptual understanding and skills
- Provide continuous feedback to students to help them improve their performance
- Report assessment results to parents according to school procedures

Effective assessment allows students to:
- Develop a positive attitude towards learning
- Demonstrate a range of conceptual understandings and skills and make connections across content areas and concepts learned
- Apply critical thinking skills to a wide range of contexts to solve complex problems
- Reflect on their own learning through peer and self-assessment
- Set future goals for learning
- Build on their strengths to enhance academic achievement

Effective assessment allows parents to:
- Monitor evidence of student learning and improvement through scrutiny of their son's/daughter's portfolios, written and oral work, assessments and progress report cards
- Use assessment results for reflection to support their son's/daughter's progress towards their set goals

- Provide support outside of school to their children
- Communicate student-initiated action(s) and to celebrate student's learning

Assessment in the Primary Years Programme (PYP)

In the PYP, assessment identifies what students know, understand, and can do at different stages of the learning process. We recognize the importance of assessing the student's IBLP attributes and the essential elements of learning: the acquisition of knowledge, the understanding of concepts, and the mastering of skills, the development of attitudes, and the decisions to take responsible action. In the PYP, assessment is authentic where learners perform real-world tasks and demonstrate meaningful application of essential knowledge and skills.

Assessment is regular and ongoing, as its goal is to improve learning. Assessment is designed to incorporate a range of strategies in a balanced approach to formative (assessment for learning) and summative assessment (assessment of learning). Assessment tasks and associated criteria effectively measure the learning outcomes with students being aware of the aims of their learning and how the quality of their achievement will be assessed/judged.

Assessment supports effective learning and teaching as both teachers and students engage in self-reflection which helps them identify strengths, areas for improvements and plan to achieve set goals.

Assessment Practices

Before new learning engagements take place, students' prior knowledge is assessed by means of pre-assessment, while ongoing formative assessments inform learning and teaching that occur throughout the process. Students are formatively assessed on their understanding of the lines of inquiry, while summative tasks assess the students' conceptual understandings of concepts and central ideas. The assessed curriculum provides data on the written and taught learning focusing on the quality of the learning process and the learning outcomes.

Types of Assessment

Pre-Assessment where teachers use different strategies to assess students' prior knowledge and assess their readiness before starting a new unit and /or new instruction to build on that knowledge

Self-Assessment where learners reflect on their own learning, assessing their understanding of central ideas, lines of inquiry and concepts explored in each unit. Self-assessment supports building metacognitive skills and helps students to become life-long learners

Peer-Assessment where learners provide feedback to each other on their work to improve their performance, helping them to further develop lifelong skills

Formative Assessment which is ongoing and aims to monitor students' learning, providing them with the feedback they need to improve their performance. Formative assessment allows students to work on areas of strengths and weaknesses and helps teachers improve their instruction by identifying common areas of weakness and targeting them, as well as developing areas of strength

Summative Assessment which is the culmination of the learning process and it gives the students the opportunity to demonstrate what they have learnt highlighting the knowledge, concepts and skills acquired throughout the unit

Recording: How do we collect and analyze the data?

At CIS, teachers use a variety of approaches or strategies when collecting data to assess all set learning outcomes. Then the collected data about student's learning is recorded using a variety of tools. All learning outcomes are purposeful, valid, and relevant.

Strategies are the methods that teachers use when gathering information about a student's learning and include:

- **Observations** where learners are observed regularly with the teacher focusing on a class as whole, small groups or individually through different learning engagements
- **Portfolios** which are collections of students' works that show evidence of their acquired skills and progress. Portfolios include samples of student's work, examples of self, peer and teacher's reflections and summative assessment
- **Open-ended Tasks** in which learners are presented with different stimuli to which they have to respond in a variety of modes (written answers, drawings, diagrams and solutions)
- **Selected Responses** which are direct exercises such as tests and quizzes, multiple choice questions, true or false and short answers questions
- **Process-focused Assessment** where teachers observe students with a particular skill in mind and observations are documented and recorded regularly
- **Performance Assessment** in which students participate in presentations, demonstrations, performances, speeches, debates, exhibitions, role-play and research reports
- **Communication** which includes interviews, question and answers, and conferences
- **Student's Reflections** where students use journals and portfolios to write their own reflections

Tools are the instruments teachers use to collect data and include:

- **Rubrics:** established set of criteria for rating students in all areas. The descriptors tell the assessor what signs and characteristics to look for and how to rate that work on a predetermined scale. Rubrics can be developed by students as well as teachers
- **Checklists:** lists of attributes or elements that should be present and can be used in reading, writing, goal setting, peer and self-evaluation
- **Anecdotal Records:** brief written notes based on observations of students used for reflection on student learning
- **Exemplars:** samples of students' work that serve as concrete standards against which other samples are judged
- **Continuums:** visual representations of developmental stages of learning and show a progression of achievement

Reporting: How do we choose to communicate information?

Assessment addresses learners' understanding of the five essential elements (knowledge, key concepts, skills, attitudes, and action) as well as the IBLP. Timely feedback is provided to both learners and parents by means of report cards that are issued three times a year. Where appropriate, mathematics and language are assessed within the unit of inquiry. Where this is not the case, these subjects are assessed as discrete subjects. The purpose of report cards is to communicate a clear description of what the students know, understand, and can do.

Report cards reflect the overall understanding in each of the trans-disciplinary units of inquiry. PYP elements are reported as observed, but not graded. Parents receive a report card of their child's progress three times a year, in November, March and June. Reporting is clearly communicated to all involved through:

- **Documentation of Individual and Group Learning Engagements** where teachers observe, listen to, record and document specific observations of individual and group student learning that is focused on specific outcomes, usually in the form of anecdotal records and learning logs.
- **Student Portfolio** which is a compilation of student work that reflects their learning and the progress of that learning. Student Portfolio allows the student the opportunity to reflect with teachers and parents in order to identify strengths and areas for improvement. Portfolios are sent home after the completion of each Unit of Inquiry to be shared with parents, and can always be used in student-led conferences.
- **Conferences** of which the purpose is to share information between teachers, students and their parents. Conferences are structured as follows:
  Student-led Conferences where students are actively and meaningfully involved in the process and are key participants working collaboratively and responsibly with teachers to identify own strengths, reflect on their achievements and set future goals. Parents in such conferences are active listeners who are involved in the learning that is taking place in school, and it is an opportunity for them to witness the student's self-evaluation and presentation skills.
  - ➢ **Parent-teacher Conferences** which are designed to give the parents information about the student's progress and areas for improvement. In such conferences, that are held twice a year, teachers address the parents' concerns and answer their questions.
  - ➢ **Three-way Conferences** are similar to the above, but involve all three parties – student, parent, and the teacher, with the student taking an equal role who all sit together and discuss student learning through work samples carefully chosen by the student, which can be selected from the learning log or the student portfolio.
- **Grade 5 Exhibition** signifies an important event in the life of a PYP student to celebrate their transition from primary to middle school. As a culminating experience, this is an opportunity for learners to synthesize and apply their learning of the previous years and reflect upon their journey through the PYP, demonstrating independence and responsibility for own learning and exhibiting the IBLP that they have been developing throughout. It is a collaborative, trans-disciplinary inquiry process that involves identifying, investigating and offering solutions to a real-life issue from multiple perspectives. This enriching experience unites students, parents, teachers, and other school community members in a collaborative experience that showcases the essential elements of the PYP that the students have developed during their years in the Programme.
- **Report Cards** provide a detailed profile about what the student knows, understands and can do during a period of time. Report cards are issued three times a year, in November, March and June, and where appropriate, mathematics and language are assessed within the Unit of Inquiry. Where this is not the case, these subjects are assessed as discrete subjects with own set of skills. Report cards reflect the student's overall understanding in each of the trans-disciplinary Units of Inquiry, and PYP elements are reported as observed, but not graded.

PYP Performance Indicators

PYP Report Card Assessment Scale	
Scale	**Descriptor**
Exceeds Expectations (E.E.)	*Learner exceeds grade-level expectations*
Meets Expectations (M.E)	*Learner meets grade-level expectations, sometimes exceeding them*
Developing (D)	*Learner is approaching grade-level expectations*
Emerging (E)	*Learner experiences difficulty in meeting grade-level expectations*

Assessment in the Middle Years Programme (MYP)

At CIS, assessment is essential to all teaching and learning. MYP assessments expect teachers to assess the specific subject-group objectives using the assessment criteria for each subject group. In order to permit students with a chance to reach their full academic potential, MYP teachers develop thorough tasks that encompass a variety of assessment strategies. During the course of teaching a unit, teachers are expected to conduct formative assessments in order to assess student learning and adjust instruction where necessary to best meet the needs of the students. Formative assessments fundamentally lead up to a final summative assessment.

Assessment in the MYP focuses on:
- ✓ Assessing students using the Middle Years Programme Subject Criteria.
- ✓ Using Criteria from all eight disciplines which are assessed at least twice during the scholastic year.
- ✓ Reporting MYP scores which are based on more than one assessment task.
- ✓ Teachers using standards based on grading and MYP Criteria for assessments during the year.
- ✓ Using the Year 1, 3, or 5 rubrics appropriate to students' year in the programme.
- ✓ MYP scores which are awarded according to how well the student has demonstrated mastery of the published criteria, using the subject area teacher's professional judgment along with student evidence.
- ✓ Gathering sufficient evidence from a range of assessment tasks to enable teachers to make a professional and informed judgment guided by criteria that are shared with students and transparent to determine a learner's achievement level.
- ✓ Analyzing the scores on criterion tasks and determining the most consistent pattern of scores.

Common Practices in Using MYP Criteria and Determining Achievement Levels

"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." (MYP: From Principles into Practice 2014).

At CIS, student's achievement level is determined using a criterion related approach. Our student's performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject area. Subject teachers are expected to assemble sufficient evidence from a range of assessment tasks to enable them to make a professional and informed judgment. In order to achieve this, teachers evaluate the recent scores on criterion tasks and determine the most consistent pattern of scores.

Common Practices for Recording and Reporting
- Students are assessed using the Middle Years Programme Subject Criteria.
- Criteria from all eight required subjects are assessed in multiple occasions during the scholastic year.
- Reported MYP scores are based on more than one assessment task.
- Teachers employ the MYP Assessment Criteria during the year.
- Teachers use the Year I, III, or V rubric appropriate to students' year in the programme. Sixth grade teachers use year I rubric consistently, seventh and eighth grade teachers use the Year III rubric consistently. Ninth and tenth grade teachers use the Year V rubric consistently.
- MYP scores are awarded according to how well the student has demonstrated mastery of the published criteria, using the subject area teacher's professional judgment along with student evidence. Final scores are not determined by averaging summative performance scores over the year; using single pieces of work to determine final grades; or determining MYP grades by combining homework, class work, and test grades.

- Rubrics are designed by the IB and made task specific by the teacher, as the evaluation tool for formative and summative assessments. Students are provided with the criteria before the assessment task is assigned and contain specific descriptors.
- It is mandatory practice that all teachers are expected to document data of Summative and Formative assessments on a standardized assessment template used at CIS and saved on the schools one drive.

Types of Assessments

Pre-Assessment:

At the start of every unit, an assessment is given to the students to assist the teacher in planning appropriate learning strategies for the unit. Pre-assessments are designed to stimulate the student's prior knowledge as well as grasping their particular educational needs.

Formative Assessment

This type of assessment is ongoing and consistent and allows the teacher to make necessary amendments to teaching plans and strategies. Formative assessments also permit for Approaches to Learning (ATL).

Summative Assessment

This type of assessment aims at culminating the teaching and learning process, permitting students to demonstrate what they have learned. Summative assessments are determined at the beginning of the unit (backward planning) and occur at the end of the teaching and learning process. We provide prior notice to students and task sheets are handed to students to allow sufficient preparation for the assessment.

MYP Assessment Criteria

The following table summarizes the MYP assessment criteria throughout all subject groups, (which is used as the MYP assessment criteria at CIS):

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

"Schools must regularly report student progress towards the MYP objectives using the prescribed Subject-Group Assessment Criteria. 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 met cognitive dimensions of knowledge. Assessment criteria for years 1, 3 and 5 of the programme are provided in MYP subject-group guides, and their use is mandatory." (MYP: From Principles into Practice).

Determining Achievement Levels:
The MYP grading scale is used in conjunction with the associated general grade descriptors and grade boundaries.

Teachers are required to use their professional judgment when deciding which descriptor best reflects the student's performance and award the numerical level accordingly (out of 8 for each criterion). At the end of the scholastic year, the students final achievement levels in all criteria of the subject are determined by adding them together and are totaled (out of 32) and an MYP grade (1-7). The MYP grades are then converted to percentages and reported to the Jordan Ministry of Education.

Best Fit
"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" (From Principles into Practices, 2014/2015).

During key reporting times, teachers at CIS use the assessment data recorded in their **grade books**, to determine the student's best fit level. The best fit is based on the level of achievement for each criterion. "Teachers work together **to establish** common standards against which they evaluate each student's achievement holistically. Assessment of student understanding at the end of a course, based on the whole course and not individual components of it" (Principles of MYP Assessment).

The following table presents how converting the criterion levels total into a grade based on a scale of 1-7.

MYP Grade Descriptors

Grade	Boundaries	Descriptors
Very Poor 1	1–5	Minimal achievement in terms of the objectives.
Poor 2	6–9	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
Mediocre 3	10–14	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
Satisfactory 4	15–18	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
Good 5	19–23	A consistent and thorough understanding of the required knowledge and skills and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
Very Good 6	24–27	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply then in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
Excellent 7	28–32	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.

MYP Reporting

We believe that parents, teachers, and students are collaborative partners in education. Open and consistent communication is an integral part of our assessment policy. Students and parents are kept informed in the following ways:

- **Interim reports**- These are exclusively given to students who are not meeting the academic expectations in certain disciplines and therefore in danger of failing. Parents can be invited for an interview to further discuss the student's progress in attempt to work towards an improvement plan.
- **MYP report cards**- These are distributed three times a year and provide an indication of the student's academic progress in the course of the scholastic year. The first and second progress reports indicate achievement of the assessment criteria on both summative and formative assessments. The final report card indicates the students' achievement of their summative assessments based on at least two criteria and all strands.
- **Parents Meetings**- Parent-Teacher conferences take place twice per year at the end of the first and second terms to give the opportunity for parents to meet teachers and discus students' performance, needs and strategies for improvement.
- **Teacher and/or Counselor**- emails, phone calls, and meetings.

*The Canadian International School, as a candidate IBMYP school, has obtained a license from the **Ministry of Education** in Jordan to implement assessments, abiding by IB assessments and requirements. Report Cards are submitted to the Ministry of Education via MEMIS system twice a year, using MYP scores and their equivalencies.

Assessment in the Diploma Programme (DP):

DP Assessment Principles:
- Aligns with the academic requirements of the programme
- Is integral to teaching and learning and plays a crucial role in supporting the learning process
- Is criterion-based and is built according to the course aims and objectives
- Includes a suitable range of tasks and instruments/ components that ensure all objectives for the subject are assessed
- Ensures effective teaching to the course requirement
- Pays appropriate attention to the higher-order cognitive skills as well as the fundamental cognitive skills
- Reflects the international-mindedness of the programme and must avoid any form of cultural or gender stereotyping bias
- Provides regular feedback to students to inform them about their attainment level to improve their learning
- Informs all involved (students, parents, teachers, programme coordinator, and administration) about the student progress
- Ensures students' preparedness to the formal assessment requirements

DP Assessment Tasks:
- Include tests, examinations, extended practical work, projects, portfolios and oral work
- Focus on a broad range of concepts, attitudes, knowledge and skills
- Account for a variety of learning styles
- Are differentiated to cater for the diverse backgrounds of learners
- Use published and pre-determined learning objectives as mandated by the IB
- Allow students to reflect on and evaluate their progress to set future goals for improvement

Guidelines for Assessment Practices Teachers Must Follow:
- Decimals and fractions are not used as they are inconsistent with criterion-based assessment
- Keep students fully aware of the criteria used to evaluate their work
- Undertake grading positively and consistently in relation to clear criteria
- Adopt a best fit model, assessing student performance for each strand separately
- Offer students regular and constructive feedback supporting their learning
- Keep a clear record of all assessment activities
- Apply the consequences stated in the Academic Honesty policy, in case of student malpractice

Forms of Assessment in the DP Programme:
A. **Admissions Assessment:** Students wishing to enroll in the Diploma Programme must pass an entrance exam which covers Mathematics, English, Arabic and at least one science subject. Refer to the CIS Admissions Policy.

B. **Formative Assessment:** An ongoing process of gathering, analyzing, and interpreting data about students' progress and using evidence to improve their learning. It is an essential classroom practice that offers continuous, constructive feedback that will enhance the learning of students, allow scaffolding to take place, and adjust teaching accordingly.

C. **Summative Assessment:** It is the measurement of student's performance against Diploma Programme assessment criteria to measure level of attainment. It is used to assess students' acquired understanding, skills and knowledge.

Guidelines for Students' work Submission:
- Students must submit all their work on time.
- Students may apply for extension prior to the due date, providing a valid reason. If approved, a new due deadline will be assigned.
- In case of a missed deadline, the teacher will consider students' circumstances. If the student has a valid reason, an alternative task will be assigned.

DP Assessment Reporting and Recording:
- CIS issues report cards to provide students with feedback on assessment results throughout the 2-year programme. Report cards (Transcripts) are issued three times a year
- Grades awarded to students following a scale from 7(maximum) to 1 (minimum)
- Each subject has its own specific criteria
- Two student-led teacher parent conferences are organized each year

Forms of Reporting:
CIS Assessment Policy

- **Interim Reports:** Track student's overall academic performance and behavioral conduct in specific subject areas. Teachers issue these reports when needed in agreement with the DPC, to notify the students and their parents/guardians and provide recommendations and suggested intervention plan.
- **Report cards** (**Transcripts):** Issued three times per year on the school platform to be shared with parents and students.
- **Written/documented comments:** Written by the teachers to comment on student's subject specific performance and achievement.
- **Conferences:** Parent-Teacher conference day in addition to individual scheduled teacher-parent meetings (when needed)

The following table illustrates the weight of marks in DP year 1 and 2 report card:

First Assessment	Second Assessment	Third Assessment
30%	30%	40%

Stakeholders involved in DP assessment: Roles and Responsibilities:

i. **Teachers:**
- Responsible for the design of formative and summative assessments
- Assess formative and internal summative assessments and provide detailed feedback on the nature of students' strengths and limitations
- Encourage students to become a better judge of their own performance and help them develop strategies to improve
- Familiarize themselves with specimen papers and mark schemes
- Collaborate by sharing ideas with their colleagues and observing classes

ii. **Students:**
- Successfully complete all required tasks and examinations
- Meet all deadlines assigned by teachers including internal school and IB deadlines
- Organize and manage their time in order to successfully meet programme's requirements
- Adhere to the academic honesty policy
- Assume responsibility for their own learning
- Develop their personal attributes in line with the IB learner profile

iii. **Parents:**
- Assist and support their children to help them successfully complete their school work
- Be aware of the CIS Assessment policy and types of assessments associated with the programme
- Attend meetings, briefings, and orientation sessions
- Contact coordinator/teacher in case of any queries

iv.   **IBDP Coordinator:**
- Ensures teachers understand subject and level requirements
- Ensures grade descriptors are clear to all teachers
- Encourages teachers' active contribution within the development and implementation of assessment policy
- Provides teachers with all IB assessment-related documents
- Provides teachers with adequate resources, training and continuous professional development
- Supervises testing and oversees testing conditions
- Prepares the internal deadlines calendar in collaboration with DP Teachers

Diploma Programme Formal Summative Assessment:

This defined as assessment directly contributing to the final diploma qualification. Most of these assessments are externally assessed, and include examinations or work completed during the course and then sent to an external examiner.

Some formal summative assessments are internally assessed with the teacher applying the same standard set by the IB. The mark awarded by the teacher is then confirmed or moderated by an IB external moderator.

- Candidates for the IB Diploma must satisfy assessment requirements in six subjects and the core.
- Candidates must choose one subject from each group of the curriculum model:

     Group 1: Studies in Language and Literature
     Group 2: Language Acquisition
     Group 3: Individuals and Societies
     Group 4: Sciences
     Group 5: Mathematics
     Group 6: Arts OR one subject from Groups 1 - 4

- At least three, but not more than four subjects, must be chosen at higher level (HL), the rest at standard level (SL).
- Performance in each subject (HL or SL) is graded on a scale of 7 (maximum) to 1 (minimum).

Internal Assessment Guidelines:
- Internal assessments are mandatory and are completed during DP Years 1 and 2.
- Student work is marked by the teacher(s) and is subject to external moderation.
- Moderators check the standard of teachers' marking, through submitted evidence of student work against objectives.
- Internal assessments vary according to the subject, and may include project work, fieldwork, laboratory practical work, mathematical investigations and orals for languages.
- Teacher collaboration is essential where more than one teacher is involved in teaching the course, as schemes of work must be developed collaboratively.
- Final internal assessments are collected by subject, not by teacher, and are sent for moderation as school samples, not class samples.
- Teachers can improve practices by sharing ideas with their colleagues and observing classes, and teacher collaboration should, therefore, also be seen as one important aspect of professional development.
- DPC provides teachers with support material clarifying the marking scheme.

- Strong measures must be taken to avoid plagiarized work.
- Word count should not exceed the limit in any written task.
- Internal assessment timeline is issued and distributed at the beginning of DP year 1 (Refer to DP Student Handbook).

External Assessment Guidelines:
- External assessment calendar is shared at the beginning of DP year 1.
- These summative assessments are designed to record student attainment and achievement towards the end of the 2-year course of study.
- These IB assessments are administrated during the May testing session and are sent to IB examiners for evaluation.
- Students must take the external assessments on the assigned test date.

The Core Requirements:
- The core will be assessed using the same assessment principles outlined in the IBDP specifications.

Creativity, Activity, and Service (CAS):
- The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service.
- CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS.
- Completion of CAS is based on student achievement of the seven CAS learning outcomes.

Theory of knowledge (TOK):
- TOK assessment requirements include giving a presentation and submitting a maximum of 1600-word essay on one of the six prescribed titles for the examination session.
- Grades Earned are: A (Highest) to E (Lowest).

Extended essay (EE):
- Diploma candidates must complete and submit an extended essay (EE), which is a substantial piece of independent research of up to 4,000 words.
- Grades Earned are: A (Highest) to E (Lowest).

Students in **Extended Essay and TOK** are assessed using the diploma points matrix:

The diploma points matrix

		Theory of knowledge					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not submitted
Extended essay	Excellent A	3	3	2	2	1 + Failing condition*	N
	Good B	3	2	1	1	Failing condition*	N
	Satisfactory C	2	1	1	0	Failing condition*	N
	Mediocre D	2	1	0	0	Failing condition*	N
	Elementary E	1 + Failing condition*	Failing condition*	Failing condition*	Failing condition*	Failing condition*	N
	Not submitted	N	N	N	N	N	N

CIS Assessment Policy

Special Need Students Access Arrangements:
- To obtain inclusive access arrangements, the programme coordinator, supported by the head of school, submits an application on behalf of a candidate using the online request form on IBIS.
- DP requests for inclusive access arrangements must be submitted six months prior to an examination session. For further information, refer to the Inclusion Policy.

Tawjihi MOE Equivalency (For Jordanian Students) Requirements:

A.   Scientific Stream
1. HL: Mathematics and Science, or two Sciences.
2. SL: Arabic, Science or Mathematics, Language, Individual and Society or Arts.
3. 21 points out of 42

B.   Literary stream
1. HL: Arabic and one additional literary subject, or two literary subjects.
2. SL: Arabic or literary subject, Science, Mathematics, Language, Individuals and Society or Arts.
3. 21 points out of 42

42 Grade Conversion

IB Score	7	6	5	4	3	2	1
Percentage	100	95	88	77	66	55	-

Review of Assessment Policy Development

- CIS assessment policy is a living/working document that is reviewed and updated by the teaching staff, programme coordinators and head of school, whereby the whole school community contributes to the continuous updates of the document, ensuring a common understanding of the policy which aligns with the IB's assessment philosophy, requirements, enhancements and principles and practices.
- Sessions are held by the school to discuss the assessment policy and to guide new teaching staff on how to use the policy, assessment process, and the performance indicators when assessing the students and when issuing the report cards.
- CIS Assessment Policy is a shared document that is published on the school's website and is communicated to the school community.
- The assessment Policy is reviewed every five years.

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