



المدرسة الكندية الدولية

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 to 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 analysis 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 in that 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

Students' prior knowledge is gauged through pre assessments, ongoing formative assessments guide learning and teaching, and summative tasks evaluate students' conceptual understanding and the effectiveness of the curriculum.

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 analyse 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 and are located through the Toddle Platform.
- **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, questions 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.

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:
 1. **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 their 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.
 2. **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.
 3. **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 their 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, and where appropriate, mathematics and language are assessed within the Unit of Inquiry. Report cards reflect the student overall understanding in each of the trans-disciplinary Units of Inquiry, and PYP elements are reported as observed, and the ATL skills are evaluated.

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

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

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.

"In the MYP, teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent. Across a variety of assessment tasks (authentic performances of understanding), teachers use descriptors to identify students' achievement levels against established assessment criteria."

MYP internal (school-based) assessment uses a "best-fit" approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically. This "criterion-related" approach represents a philosophy of assessment that is neither "norm-referenced" (where students must be compared to each other and to an expected distribution of achievement) nor "criterion-referenced" (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level).

Assessment in the MYP aims to:

- Support and encourage student learning by providing feedback on the learning process
- Inform, enhance and improve the teaching process
- Provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal Project and interdisciplinary unit assessments
- Promote positive student attitudes towards learning

- Promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts
- Promote the development of critical- and creative-thinking skills
- Reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- Support the holistic nature of the programme by including in its model principles that take account of the development of the whole student” (From Principles to Practices, 2022)

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 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 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, teachers may assess the students to assist the teacher in planning appropriate learning strategies. Pre-assessments refer to the multiple teaching strategies that 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). Teachers assess formatively both formally and informally.

- **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):

Subject Area	A	B	C	D
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Language Acquisitions	Listening	Reading	Speaking	Writing
Language and Literature	Analyzing	Organizing	Produce text	Using language
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Physical Health and Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Personal Project	Planning	Applying skills	Reflecting	
IDU	Evaluating	Synthesizing	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 meta-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.” (From Principles into Practice, 2022).

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 student’s final achievement levels in all criteria of the subject are determined by adding them together and are totalled (out of 32) and an MYP grade (1-7). In accordance with the Jordan Ministry of Education, the MYP grades are then converted to percentages and reported to the MOE*.

Using Professional Judgement

“To determine the final achievement level in each of the criteria for each student, whether at the end of a marking period or the end of a year, teachers must gather sufficient evidence from a range of assessment tasks to enable them to make a professional and informed judgment. All units include summative tasks that are assessed according to one or more MYP criteria to ensure continuous assessment and feedback of students’ performance against the MYP objectives. The planning of units and assessment tasks should ensure all criteria have been included over time, providing balanced evidence that is sufficient for determining a final achievement level. The judgments will reflect the teacher’s professional opinion on the achievement level of each student in each of the criteria at the end of the marking period or year. In

gathering the evidence for the judgment to be made, teachers will analyse the achievement levels of students over the course of the marking period or year, which represents their summative performance for that period, paying particular attention to patterns in the data (such as an increasing level of performance), consistency and mitigating circumstances. During the formulation of school-wide agreements on assessment in its assessment policy, schools can develop common understandings about how they will determine final achievement levels and grades.” (From Principles into Practices, 2022).

During key reporting times, teachers at CIS use the assessment data recorded on the Mange bac. Software, 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
1	Very Poor	1 - 5	Minimal achievement in terms of the objectives.
2	Poor	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
3	Mediocre	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.
4	Satisfactory	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.
5	Good	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.
6	Very good	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.
7	Excellent	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 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 discuss students' performance, needs and strategies for improvement.
- **Coordinator, Teacher and/or Counsellor-** emails, phone calls, and meetings.

Moderation of the Personal Project

"All MYP students in schools with the fifth year of the programme demonstrate consolidation of their learning through completion of a personal project. If the programme ends in MYP year 3 or year 4, students in the last year of the programme at the school must demonstrate consolidation of their learning through the community project. The majority of work for the personal project should be conducted during the fifth (final) year of the programme. The official validation of personal project grades is mandatory and requires a process of external moderation of teachers' internal assessment. Moderation offers students an external, international recognition of their achievement in the personal project, creates a reliable international standard of achievement, and helps to inform learning and teaching throughout the programme. Schools are required to register all MYP year 5 students for personal project moderation."(From Principles into Practices, 2022).

At CIS all MYP Year 5 students are registered for Personal Project moderation, and we conduct a standardization process internally followed by an external moderation of the teachers' internal assessment.

*The Canadian International School, an Authorized 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 **EMIS** 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 Integrity policy, in case of student malpractice

Forms of Assessment in the DP Programme:

- Admissions Assessment:** Students wishing to enrol in the Diploma Programme must pass an entrance exam which covers Mathematics, English, Arabic, at least one science subject and any other subject to accommodate to their chosen subjects and academic background. Refer to the CIS Admissions Policy.
- 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.
- 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 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:

- 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: Issued three times per year on the school platform to be shared with parents and students.
- Transcripts: Ministry of Education Equivalency of the IB Grades
- 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 summative assessments and provide detailed feedback on the nature of students’ strengths and limitations
- Monitor and supervise internal assessments
- 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 integrity 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 schoolwork
- 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 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 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 in the case 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 external 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.
- Students who wish to retake exams after the May session may attend the November session if applicable.

The Core Requirements:

- The core will be assessed using the same assessment principles outlined in the IB DP 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 internal assessment, students are required to create an exhibition that explores how TOK manifests in the world around us. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.
- TOK external assessment, students are required to submit a maximum of 1600-word essay on one of the six prescribed titles for the examination session.
- Grade Scale: 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.
- Grade Scale: A (Highest) to E (Lowest).
- Students in Extended Essay and TOK are assessed using the core points matrix:

		Theory of Knowledge				
		A	B	C	D	E
Extended Essay	A	3	3	2	2	Failing Condition
	B	3	2	2	1	
	C	2	2	1	0	
	D	2	1	0	0	
	E	Failing Condition				

Core points matrix

Inclusive Access Arrangements:

- To obtain an inclusive access arrangement, the school's Inclusion head of the department, asks for a sample of the learner's work, observes the learner at least 3 times, and refers the learner to an IB-approved psychological-educational center for screening.
- The Inclusion head will fill in an application on behalf of the candidate and discuss it with the program coordinator and the school's leadership.
- The program coordinator submits an application on behalf of the candidate using the online request form on IBIS supported by the head of school
- DP requests for inclusive access arrangements must be submitted six months before an examination session
- Inform legal guardians/parents of the IB decision

Tawjihi Ministry of Education (MOE) Equivalency Requirements:

A. Scientific Stream

- HL: Mathematics and Science, or two Sciences.
- SL: Science or Mathematics, Language, Individual and Society or Arts.
- 21 points out of 42

B. Literary stream

- HL: Two literary subjects.
- SL: Science, Mathematics, Language, Individuals and Society or Arts.
- 21 points out of 42

C. Specific requirements to receive the Jordanian Tawjihi MOE Equivalency:

- All Jordanian students must take Arabic.
- All students with an Arab nationality must take Arabic.
- Non-Arab students who lived in any Arab country for 3 years or more must take Arabic.
- Non-Arab students who lived in any Arab country for less than 3 years can take French A B Initio

42 Grade Conversion

7	6	5	4	3	2	1
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.
- The Assessment Policy has been updated by the School Principal, PYPC, MYPC and DPC on July 8th – July 28th, 2024.

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