



## **Bahrain Bayan School (BBS) Assessment Policy**

### **Assessment Philosophy:**

BBS implements, reflects, communicates and regularly reviews its assessment policy to help create a culture of continuous learning and growth. BBS Assessment philosophy is driven from the school's mission and core values and is aligned with the IB philosophy and AERO standards of teaching, learning and assessment.

At BBS, assessment, learning and teaching are interdependent and focus on the development of the habits of mind, 21st century skills, ATL skills (Approaches to Learning), knowledge, attitude and concepts that will pave the way for success within our offered programmes (IB & AERO) for university and beyond.

The School believes in continuous learning and growth and ensures that support material, resources and processes are implemented for fair, valid, authentic and reliable assessment based on current pedagogical practices relevant to students' learning experiences, abilities, dispositions and interests.

### **Purpose:**

BBS Assessment Policy is a living and working document that provides insights into transforming assessment practice/s by teachers, administrators and stakeholders. It also supports and improves learning by empowering our students, guiding curriculum design, areas of development, ATL skills and teaching methods.

One of the school's academic goals is to use a range of effective assessment strategies and visible thinking routines to provide high quality constructive feedback to our students to reinforce their agency, promote collaboration, nurture their growth and progress over time.

The purpose of this document is to establish guidelines, standards and benchmarks for assessments based on current pedagogical practices as well as connection to our school's Language and Academic Integrity policies. Assessments are designed to assess student learning aligned to course standards, aims and objectives. Therefore, effective teaching of the course requirements ensures that students develop ATL skills, IB Learner and BBS Graduate Profile attributes, BBS core values, and are well-prepared for all aspects of the IB and school's programs including formal assessment requirements. Assessment data is efficiently and effectively analyzed to guide appropriate instructional response, support curricular goals and promote holistic learning experience of students to acknowledge their accomplishments.

The policy enables teachers and students to understand the assessment expectations, standards and practices. Therefore, the BBS administration believes that effective assessment is dependent on a partnership among all stakeholders who understand and are actively involved in the assessment process.

### **Guiding Principles and Practices:**

*The following principles should guide teachers in the planning and implementation of assessment and evaluation practices:*

- Assessment and evaluation are essential components of the teaching and learning process. They should be meaningfully planned and derived from curriculum objectives which incorporate the best instructional and learning strategies.
- IB Assessments are aligned with the IB Programme Standards and Practices. They afford opportunities for students to develop their ATL skills and IB Learner Profile attributes.
- A variety of assessment and evaluation strategies should be selected based on their intended purpose. Students should be given opportunities to develop and display their understanding of key concepts, extent of their knowledge, abilities and attitudes in a variety of ways.
- Assessments and evaluation strategies should be planned and communicated to learners in advance by providing them with opportunities for input into the process.
- Assessment and evaluation should be clear, authentic, valid, fair, reliable, manageable, comparable, inclusive and equitable.
- Assessment and evaluation data and results will be communicated to students and parents regularly.
- Assessments take a variety of forms to show adequate proof of student learning.
- Assessments measure growth and progress over time.
- Assessments evoke best performance.
- Assessments involve students as active participants in the process by offering opportunities to be assessed in real-life contexts.
- Assessments inform planning and teaching.
- Assessment and evaluation allow for differentiation and accommodations to support the needs of diverse learners.
- Assessment and evaluation are based on agreed standards of academic integrity.
- Assessments involve students in peer and self-assessment.
- Assessments are fair and inclusive.

### **Assessment:**

Assessment is the act of gathering information on an ongoing basis in order to evaluate, analyze and accordingly plan students' learning. All forms of assessment provide teachers, students, and parents with timely and accurate feedback regarding progress and/or achievement. All assessments are documented in Unit Plans and evidence of assessments is kept in School Google Shared Folders and adopted platforms. Assessments are documented in ATLAS. Assessment data is stored on Powerschool platform for students and parents to access and view student progress.

## **Forms of Assessment:**

### **• Pre-Assessment**

Pre-assessment is conducted before a new unit or concept to find out what students already know and to plan initial instruction. It focuses instruction to build on students' prior experience, knowledge, understanding, and skills.

### **• Formative Assessment ( Assessment for Learning)**

*'Formative assessment represents the process of gathering, analysing, interpreting and using the evidence to improve student learning and to help students to achieve their potential. It is one essential component of classroom practice and needs to be integrated into the curriculum.'*

( IB Guidelines for Developing a School Assessment Policy, Page 1)

It is the policy of BBS that formative assessments gauge student progress and understanding and are used in every lesson. Formative assessments are utilized to develop differentiation plans, thus meeting the varying needs of all students. Formative assessments are generally low stakes, which means that they have low or no point value. ( Refer to BBS Inclusion Policy 'Differentiation and Assessment')

The goal of formative assessment is to monitor and improve student learning by providing detailed feedback on the students' strengths and limitations. The information gathered from formative assessments aids instructors in adopting the appropriate teaching strategies to enhance student learning.

### ***More specifically, formative assessments:***

- » Assist students identify their strengths and areas of improvement and target areas and skills that need development.
- » Assist faculty identify where students excel and plan instruction that will challenge and extend their strengths .
- » Assist faculty identify where students struggle to plan support and accommodation, in collaboration with the AEA ( Additional Educational Assistance) Department.

### ***Examples of formative assessments include:***

- Draw a concept map in class to represent their understanding of a topic
- Reflect in one or two sentences identifying the main point of a lecture
- Turn in a research proposal for early feedback ( EE in the IB or Internal Assessments in IB Diploma Programme)

### ***Formative assessments may be both formal and informal. These include a variety of practices and instruments:***

- Homework
- Oral presentations/ interactive orals/ mock orals
- Performances
- Observation
- Self-reflection
- Demonstration of ATL skills
- Research and inquiry
- Projects/portfolios
- Essays
- Quizzes/written , reading and listening assessments
- Teacher-facilitated student self-evaluation

- Peer evaluation mediated by the teacher
- Assessment descriptors (rubrics, matrices)
- Anecdotal records
- Hands on activities
- Scientific experiments
- Virtual simulations

***Instruction needs to be differentiated and engaging to challenge each learner's current level of understanding.***

***Some online tools teachers can use to assess students formatively:***

- Socrative
- Kahoot
- Quizizz
- Quizlet Live
- Edpuzzle
- Google Forms
- Exam.Net
- GoFormative
- Padlet
- PearDeck
- JamBoard
- Flip Grid

• **Summative Assessment ( Assessment of Learning)**

*'Summative assessment is concerned with measuring student performance against Diploma Programme assessment criteria { AERO in Primary, Middle and High School at BBS} to judge levels of attainment.'*

( IB Guidelines for Developing a School Assessment Policy, Page 1)

Summative assessments are used to determine student attainment of curriculum aims, objectives and standards. The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard(s), benchmark (s), grade descriptors or success criteria.

Summative assessments are often high stakes, which means that they have a high point value. Information from summative assessments can be used formatively when students or faculty use it to guide their planning and activities in subsequent lessons, units, or courses.

***Examples of summative assessments include:***

- End of semester or Unit exam
- Final project or exam
- Test
- GRASPS ( a performance task based on criteria developed for success and it includes Goals, Roles, Audience, Situation, Product-Performance-Purpose and Standards )
- RAFT in languages
- PEEL paragraphs in essays
- A final performance or demonstration
- Lab reports
- Research papers

In conclusion, teachers should be aware of the principles, practices and standards that the IB and AERO use to conduct assessments. Summative and formative assessments are, therefore, inherently linked and teachers use their knowledge of summative assessment expectations and practices to help students improve performance in a formative way.

• **Performance Assessment**

An assessment of how well a student can do something as opposed to determining what they know about doing something. It requires students to demonstrate through performance, create an answer, or generate a product that demonstrates desired knowledge and/or skills.

• **Authentic Assessment**

An assessment that attempts to measure students' abilities and/or achievements in a real life context. It gathers information on student performance, student products, attributes, attitudes, or values in a context that exists in the real world.

• **Standardized Testing Programs**

BBS recognizes the importance of standardized testing in providing the school, students, parents, teachers, higher education institutions, and accreditation agencies information about student and school performance. Some test results also assist parents when transferring students' school. Standardized tests are administered to provide reliable data relating to the instructional needs of students. Test data, when used in conjunction with the many other valuable assessment data sources can have significant value in facilitating program improvement.

• **IELTS & SAT:** BBS is a College Board SAT certified Testing Center. Additionally, BBS conducts an IELTS testing session on campus in collaboration with IDP, open only to the students of BBS .

• **MAP Growth Testing :** The school conducts MAP (Measures of Academic Progress) Growth Testing for Reading and Math in Grades 3-9. Grades 6-9 also test for Science. The tests are administered twice each year, in the fall and spring. MAP tests are provided by the company called NWEA (Northwest Evaluation Association).

• **PSAT Testing (Preliminary Scholastic Aptitude Test):** The school conducts PSAT once a year for all students from Grade 8 to Grade 11. PSAT measures English critical reading, writing, and math problem-solving skills. It is a standardized test provided by the College Board and co-sponsored by the National Merit Scholarship Corporation in the U.S.

• **Arabic Proficiency Testing (APT):** The school conducts Arabic Reading and Writing testing in Grades 3, 5, 7, 9 once each year, usually in February and March. The Arabic Proficiency Test is provided by the company called AVANT.

**Assessment Strategies and Tools:**

- Observations
- Portfolios
- Open-ended Tasks
- Selected Responses
- Performance Assessment
- Students' Reflections
- Rubrics

- Exemplars
- Checklist
- Anecdotal Records
- Peer Assessment
- Self-Assessment

### **Assessment Procedures for Teachers:**

1. Teachers must assign the assessment/task a minimum of one week prior to the assessment date.
2. Assessments must be reviewed and approved by the Subject Leader prior to making copies.
3. Teachers must use the assessment cover page.
4. Teachers must use the criteria and descriptors of the curriculum (IB /AERO).
5. Teachers must standardize assessments and collaborate in designing assessments.

### **Examples of Assessment Practices:**

- BBS uses a number of practices and instruments to support this policy, including: teacher-supported self-evaluation, systematic use of detailed assessment descriptors (rubrics, matrices), and peer evaluation mediated by the teacher .
- Internal Assessment timelines/deadlines (especially for IB students) are an effective instrument to help students and teachers plan their work more efficiently.
- Assessments demonstrate a broad range of conceptual understanding and skills and make connections across content areas and concepts.
- Assessments encourage critical thinking and problem solving skills through inquiry within the context of our school and the real world.
- Assessments develop students' skills through integrating reasoning and ethical decisions.
- Assessments reflect on educational experiences and progress through reflective self-assessments, student- led conferences and exhibitions.
- Assessments enable students to identify areas of strength and challenges and engage in setting personal goals to enhance academic achievement.
- Students know and understand in advance the expected criteria for assessment.
- Students and teachers abide by the BBS Academic Integrity/Honesty Policy.

### **Grading:**

Grading at BBS, as in any effective learning community, is a very important tool to provide feedback. Grades are given for academic achievement, and should represent learning and skill mastery. In order to promote consistency in grading across the programs, we have developed the following guidelines. Faculty members are asked to review these guidelines and apply them to their classes throughout the year. New teachers are coached by their Subject Leaders and peer IB staff members or IBDP Coordinator (for IBDP).

- It is our intention that grades should reflect student attainment of the stated curriculum standards, objectives and aims for their courses.
- Grades are based on student achievement and are verifiable and accurate .
- Student behavior, attitude, compliance with rules etc. should not be included in the academic grade. Teachers use the Citizenship Rubric to determine the “Citizenship” grade, which will be reported on a 4-3-2-1 scale on the progress report card at the end of each semester.
- Teachers follow the school’s policies and guidelines for dealing with failing students before assigning a failing grade; for instance RAG (Red, Amber and Green system) and referral forms).
- For each day of documented and excused student absence, teachers allow one day for the work to be made up.

## **Grading System at BBS:**

- **From K- Grade 6, assessments are standards based.**
  
- **From Grade 7 to Grade 11**
  - Semester I= 80% 1st Semester + 20% 1st Semester Exam
  - Semester II= 80% 2nd Semester + 20% 2nd Semester Exam
  
- **Final Year Grade/ Grade 12:**
  - Semester I= 80% 1st Semester + 20% 1st Semester Exam
  - Semester II= 80% 2nd Semester + 20% 2nd Semester Exam
  - Semester II for Grade 12 IB Students= 70% 2nd Semester + 30% 2nd Semester Exam ( Mock Exam)
  - Final year grade for Group 6 (Arts) is 100% based on the Semester Grade.

## **Recording and Reporting:**

Using a variety of tools, the teacher collects assessment information about students' knowledge, skills and understanding. The data gathered during assessment becomes the basis for an evaluation. Comparing assessment information to curriculum standards, aims and objectives allows the teacher to identify progress and the achievement attainment level of students.

BBS publishes four reports of students' grades per academic year. Half way through each semester, a 'Progress Report' is sent home to parents, updating them on their child's grades, academic and skills progress, areas of improvement and strategies for improving performance. At the end of each semester, a 'Report Card' is sent home.

IB students receive two IB Progress Reports in each DP year (one report in each semester), and the IB teachers assess and report based on Diploma Programme assessment principles.

## **Forms of Reporting:**

- **Progress Reports:** They track a student's overall academic performance and skills development in a specific subject area. These reports notify the students and their parents/guardians and provide recommendations and suggested intervention plans.
- **Transcripts/Report Cards:** They are issued two times per year on the school platform and shared with parents and students.
- **Feedback:** They include verbal, numerical, visual, performative, hybrid or written/documented comments or notes provided by the teachers to comment on a student's subject specific performance and achievement.
- **Conferences:** Parent-Teacher conferences (conducted twice a year) and individual teacher-parent conferences (by appointment whenever needed).
- **On-going Feedback:** Written feedback on student work, one on one teacher/student conferencing, etc.

## **Scheduling Assessments and Projects:**

- Teachers will collaborate to ensure a maximum of two tests/major assignments are scheduled on any given day.
- Teachers will collaborate to ensure a maximum of 4 tests/major assessments are scheduled on any given week.
- Teachers will schedule all major assessments a week in advance on a shared Assessment Calendar.
- Feedback on tests or major assessments will be given to the students within 5 school days from the date of submission.
- Teachers will announce major assessments in the class and on Google Classrooms.

### **BBS Homework Policy (for all sections) :**

The general intent of meaningful, appropriate homework and additional study outside the classroom is to encourage our students to develop initiative, self-management skills, responsibility, self-reliance and regulation. These skills are a vital part of a successful education because they help students to become active, independent and lifelong learners.

Homework is a means of consolidating what the students have learned in school and extends the time for learning beyond the hours of formal schooling. Homework also develops organizational and time management skills, reinforces the home/school link, and promotes parents' involvement in the learning process.

To be effective, homework must be relevant, stimulating and accessible so that students will be motivated to carry out their homework well and able to complete their tasks successfully.

The purpose of homework is to consolidate and reinforce skills and understanding with opportunities for guided independent learning in the home environment, library, or outside the classroom.

### **Homework Time Allocations**

Homework on Thursday and weekends should have the same time allocation as that of a regular weekday.

### **Guidelines:**

1. *Check the assessment calendar before assigning the homework.*
2. *The plan:*

<b>Subject</b>	<b>Grade level</b>	<b>Homework Type</b>	<b>Frequency (If required)</b>	<b>Time</b>
Math	All	Practice/ Reinforcement of skills	Twice a week per course	30 minutes
Science	All	Practice/ Reinforcement of skills	Twice a week per course	30 minutes
Arabic	All	Reading IB Related work	Once a week per course	30 minutes
English	All	Reading IB Related work	Once a week per course	30 minutes
English Social Studies ( Individuals & Societies)	All	Completion of IB Related work	Once a week per course	30 minutes
Arts / Theater	All	IB Related work	Once a week per course	30 minutes

Daily reading in Arabic and English is encouraged. In addition to reading, homework should not exceed up to two hours per week in each of the following subjects only: Arabic, English, Science, Math and Social Studies.

Students in the IB program may find that the requirements will extend the amount of time spent on work at school. It is likely that IB courses will carry a greater homework load and independent learning and review, as driven by the course requirements.



### **Roles and Responsibilities of Teachers:**

Homework is primarily assigned to extend or enrich a classroom lesson; to prepare for a class lesson, to conduct research or report writing; to prepare for special presentations and to complete work not finished in class. Teachers should take into account that students do not all complete their homework tasks at the same pace and within the same amount of time.

All assigned homework should have clear purpose and instructions for completion and have a due date and must be posted on Google Classrooms.

### **Teacher Responsibilities**

- Set up the homework in a way that all students understand what is expected of them.
- Post the assignment on Google Classrooms.
- Allow students the time to record the homework assignment.
- Monitor student completion of homework.
- Mark and return homework in a timely manner where applicable.
- Contact parents if homework is not being completed, being written poorly, or if you suspect that someone else is doing the homework for the student.

**Teachers shall assign meaningful homework that is commensurate with students' age and grade level, according to the following clear guidelines:**

### **Homework should be:**

1. Extensions of classroom learning.
2. Fair, specific and timely.
3. Differentiated and even personalized, whenever possible.
4. Only new learning if it is information that will be embedded into the essential content of the classroom.
5. A tool that provides feedback to teachers about student understanding.
6. Meaningful to both student and teacher and not be "busy work".
7. A tool to provide students with opportunities to develop positive attitudes to their work.

### **The following examples of homework are discouraged:**

1. De-personalized or unoriginal assignments, such as mass-produced worksheets (i.e. not created by the teacher), or answering questions from a textbook
2. Homework that is essentially an arts and crafts project since no poster-based assignments or projects are allowed to be crafted at home. (This policy was applied five years ago and is still being implemented till now. In-case students are still requested to prepare posters for their assignments at home, parents are kindly requested to bring this matter up to the Teachers' and Principals' attention).
3. Excessive, repetitive math problems (i.e. if a student can prove mastery of a concept in five problems, then they need not complete twenty examples of the same problem.)
4. Homework as practice. Neither drill nor repetition develops meaning and understanding. In Math and Science instruction, in particular, making meaning is far more important than memorizing rules.

## **Roles and Responsibilities of Students**

- It is the responsibility of the student to be aware of the homework they have been set by recording their homework assignments and the due date accurately and to check Google Classroom
- Students are encouraged to seek clarification about homework assignments they feel are unclear
- Students are responsible for completing their homework well and for meeting the deadlines for having it done
- Students who are experiencing difficulty with their homework are encouraged to seek help from their teachers.
- Record the homework assignment accurately in the Student Handbook.
- Complete the work to the best of their ability.
- Hand in or Submit ( when virtual) the homework by the due date.
- Inform the teacher of any factor that has prevented the homework from being completed. The teacher may call parents to confirm this information.
- Talk with the teacher in advance if there is anything that will prevent the homework from being completed on the due date, e.g. school trip.
- Talk with the teacher if something has prevented the homework from being done, or if it has been missed due to a sudden excused absence.

## **Roles and Responsibilities of Parents**

Research has shown conclusively that parental involvement in homework has a strongly positive effect on students' academic achievement in school.

### ***Parents can help their children succeed with homework by:***

- Reinforcing the message that homework is an important part of school and expecting their children to complete their homework well and hand it in when it is due
- Actively monitoring their children's homework
- Setting a steady homework routine and providing a quiet and appropriate permanent place where homework is done.

Parents should encourage and support their children in completing their homework but should not do homework for their children.

If parents have concerns regarding the amount or type of homework assigned or if their child is struggling to complete their homework assignments, they are encouraged to consult directly with the Principal first.

### **Why Parents Should Encourage Meaningful Homework?**

1. It improves their child's thinking and memory
2. It helps their child develop positive study skills and habits that will serve him or her well throughout life
3. Homework encourages their child to use time wisely
4. It teaches their child to work independently
5. Homework teaches their child to take responsibility for his or her work
6. It allows their child to review and reflect on what has been covered in class
7. It helps their child to get ready for the next day's class
8. Homework helps their child learn to use resources, such as libraries, reference materials, and websites to find information

9. It encourages their child to explore subjects more fully than classroom time permits
10. It allows your their to extend learning by applying skills to new situations
11. It helps their child integrate learning by applying many different skills to a single task
12. Homework their parents learn more about what your child is learning in school
13. It allows parents to communicate about what their child learning
14. It encourages parents to spark their child's enthusiasm.

### **Late Submission Policy**

An assignment is deemed to be late when it is submitted after the published deadline without an agreed extension and in the absence of a valid justification.

All assignments (including, but not limited to classwork, homework, assignments, labs, quizzes, tests, projects, lab reports, poster presentation, modeling, research, open-ended question/s, summaries, journal reflections, misconception check, collaborative activities, portfolios, recording a podcast, and writing a script) must be submitted no later than the due date unless prior arrangements are made with the teacher and a new due date is established and agreed between the teacher and student.

***If a student submits an assignment after the due date without having made arrangements with the teacher, the assignment will be considered as late and the grade will follow the following mark deduction criteria:***

1. Up to 24 hours late, loss of 5% of the mark awarded;
2. Over 24 hours late and up to 7 days late, loss of 10% of the mark awarded;
3. Over 7 days late and up to 14 days late, loss of 20% of the mark awarded.
4. Over 14 days late, work will not be accepted for marking and a failing grade will be awarded.
5. A "Zero" will be awarded for any missing classwork/homework without any valid reason or excuse. Students can't make up the work.
6. A "Zero" will be awarded for any plagiarized work. Students can't make up the work after the second violation. *(For IB students, refer to BBS Academic Integrity Policy.)*

Students with documented evidence of an emergency or adverse circumstances that prevented prior communication with the teacher may present documentation to the teacher/admin/ IB Coordinator for consideration. If a late submission has been requested in advance of the due date and the teacher grants an extension, no points will be deducted from the assignment grade.

Any assignments will not be accepted after the last day of the semester unless arranged.

### **Missing Assignments**

- In Middle School, students with late assignments a grade will be deducted for every day the assignment is late (A+ to A; A to A-; A- to B+, etc.). If a student misses assignments regularly, he/she will be referred to the child study team who may refer the child to work completion sessions.
- In High School, the late submission policy mentioned above is implemented.
- In High School, IB DP students are expected to meet all deadlines as documented in the IB Internal Assessment Deadline Calendar. Failing to do so will result in severe penalties decided by the School Principal and IBDP, and guided by the IB rules and regulations.

***\* Homework policies were developed three years ago to be aligned with the School's strategic and academic goals.***

## **BBS Examination Procedures and Guidelines:**

### **General Exam Procedures**

The first and second semester exams for grades 9 through 11 are held in the Bayan Hall. For grades 7 and 8, students sit their first and second semester exams in their classrooms.

- Grade 12 students write their semester one exams for their Bayan courses in January and their IB Mocks and their second semester exams in March and May.
- During semester exams, classes are suspended. Students attend school for the exams, based on the schedule provided to them, and leave campus immediately when they have completed their exam.
- Three days before the start of the exams are devoted to in-class exam revision and preparation. No homework or tests are to be assigned during the week prior to the exam.
- A few weeks before the exams, students are given an exam packet containing the exam schedule, and topics that will be covered.

### **Teacher Instructions**

- Four weeks before exams, teachers are asked to submit a topic outline of what will be covered on their subject's exams. The outline needs to be approved by the Subject Leaders and provided to the appropriate Vice Principal.
  - Two weeks before the exams, 'Study Guides' are created by teachers to be given to students as a review handout for the semester exam. Examples of Study Guides are available with High School Subject Leaders of Departments/Middle School Coordinators.
  - Upon the completion of creating the exam and before making student copies, the exam must be approved by the High School Subject Leaders/Middle School Coordinators and the appropriate Vice Principal.
  - For the exam cover page, the template is provided on the School Dashboard and Google Shared Drive.
  - After making the required number of copies of the exams, exam papers must be placed in an exam envelope provided by the Administration Office.
  - Teachers are given clear instructions on the safekeeping of exam material. An extra copy of the exam is provided and kept in the envelope; an attendance sheet is attached to the front cover of the envelope.
  - For each section taught, the correct number of exam copies must be placed in envelopes available at the High School Administration Office. The envelope has a form on the outside that must be filled by the teacher and signed by the High School Subject Leaders/Middle School Coordinators.
  - Instructions to exam supervisors (e.g. requires data booklets, no calculators, distribute lined papers, etc.) must be clearly written on the form on the front of the exam envelope.
  - Any required documents or IB data booklets/ case studies/ formulas (other than rough papers, lined papers and graph papers) must be placed in the envelope.
  - Exam envelopes must be submitted to the appropriate Vice Principal on the announced due date.
  - Teachers teaching the same subject but different sections will collaboratively work on one exam to be administered to all sections of the grade level.
  - Teachers are responsible for submitting a second version of the exam for make-up purposes.
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- **Student Exam Regulations & Supervisors Exam Administration Procedures and Responsibilities**  
See School Dashboard.
  - **IB Student Exam Regulations & IB DPC and Invigilator's Instructions to Candidates**  
Refer to *IB Conduct of Examination Guide* & *IBDP Assessment Procedures Guide*.

## **Exam Storage:**

- **School Exam Storage**

After the completion, grading, and publication of the grades, semester exams must be stored in the teacher's classrooms in the locked cabinets provided for three academic years.

- **IB Exam Storage:**

All IBDP examination question papers, examination stationery and other confidential material are immediately transferred to and kept within secure storage (on the school premises) by authorized keyholders (IBDP Coordinator, HS Principal and Director of Academic Affairs). Our school's top priority is to ensure compliance and meeting all of the requirements listed in the IB Guides regarding safe storage.

## **Assessment in the Diploma Programme:**

'IB assessments are designed to reward evidence of independent student thinking leading to considered individual responses, so it is important that students practice these skills at every opportunity.'

*The Diploma Programme: From principles into practice*

### **A- Internal Assessment**

In relevant subjects some of the assessment is carried out internally by teachers, who mark individual piece(s) of work produced as part of a course of study based on the IB criteria. Examples include oral exercises in language subjects, research papers, projects, student portfolios, class presentations, practical laboratory work, mathematical investigation and artistic performance.

### **B- External Assessment**

Externally marked examinations form the greatest share of the assessment for each subject due to greater degree of objectivity and reliability. The grading system is criterion based; valid, reliable and fair are the guiding principles of the Diploma Programme's assessment strategy.

## **The 5 W's in the IBDP Assessment:**

**WHY?** Assessment is the measurement of what students know and can do. How and when we evaluate students directly informs planning, teaching, and learning. Effective assessment places students at the center of their learning by allowing teachers to monitor student progress and adjust instruction to improve achievement. Assessment is managed through an active partnership among students, teachers, and parents/guardians.

'Formal assessment in the Diploma Programme, defined as assessment directly contributing to the final qualification, represents the final summative assessment practice in the IB continuum of education....Most formal assessment is external and includes examinations or work completed during the course and then sent to an external examiner. Some formal assessment is internal, requiring the teacher to mark the work before it is moderated by an external moderator.' (IB Guidelines for Developing a School Assessment Policy, Page 2)

**WHAT?** Assessment consolidates the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of the attributes of the IB learner profile and the decision to take action.

The nature of what is to be assessed is precisely defined through the subject assessment objectives from which assessment criteria is derived. In the context of the Diploma Programme (DP), the term of formal assessment is used to describe all those assessment instruments that are used to contribute to the final qualification. Final assessment is high-stakes, criterion-related performance assessment. However, over the course of the two years, teachers must engage in assessment for learning, using a wide range of assessment strategies appropriate to the

nature of the course subjects. The most important aim of assessment in the DP is that it should support , scaffold and encourage future learning.

**WHEN?** Formal DP assessment is a summative assessment designed to record student achievement at, or towards the end of, the course of study and used to contribute to the final qualification.

At the end of the two years of study students sit examinations in their selected subjects, which are assessed by teams of external examiners. Examinations sessions are held each year and results on scale 1 to 7 for each subject are awarded to students.

Every year, the DP assessment results are analyzed and used to modify instruction and to provide formative feedback to students in order to prepare them for the external exams at the end of the two-year course.

December-End of first semester assessment (for grade 12 IBDP) - The weight of the exams for Full IB students is 10% and 20% for IB Course students.

January- February – End of first semester assessment ( for grade 11 IBDP)

March – Mock Exams ( for grade 12 IBDP)

April- May– IB External Examinations (for grade 12 IBDP)

June – End of second semester assessment (for grade 11 IBDP)

**WHO?** Both teachers and students take part in the assessment process. On a regular basis teachers assess students both formatively and summatively and provide regular constructive feedback to develop student’s skills and knowledge. Moreover, students are regularly involved in self and peer assessment where they are given the opportunity to reflect on the learning process.

All assessments are monitored by HS Principal , VP, IBDPC and Subject Leaders to ensure that they are valid, consistent, ethical, diverse, comprehensive and in alignment with the IB Programme requirements.

**HOW?** Assessment follows the “Backward Design” model and in the DP Program, IB unit plan templates are used to build each unit. The assessments encompass a wide range of authentic assessment tasks both formative and summative, essay format, and performance tasks across the curriculum.

The assessment statements in each subject guide and the command terms direct teachers to the depth of the content and the anticipated learning outcomes. All students are introduced to all subjects’ assessment components and their weight in the final results.

During their two years of study in the DP, students produce work for internal assessment, some of which is marked by classroom teachers according to subject specific criteria, and then moderated by external examiners. Students also complete assessment tasks during the course of study under the supervision of teachers, which are then externally examined.

Teachers use past exam papers and mark schemes during the two years course to design tests, quizzes, homework and classwork. Additionally, various assessment tools are used to generate greater learning and teaching engagement, student agency and motivation ; e.g, lab reports, poster presentation, modeling, research, open-ended question/s, summaries, journal reflections, misconception check, collaborative activities, portfolios, recording a podcast, and writing a script.

A variety of formative assessment must be used throughout the two year of IBDP in order to inform instructional response and to assess student academic progress.

All DP courses are assessed by IB-appointed external examiners; except for creativity, activity, and service.

***Some key features of Diploma Programme assessment include the following:***

- An emphasis on criterion-related (as opposed to norm-referenced) assessment  
This method of assessment evaluates students’ work in relation to identified levels of attainment, rather than in relation to the work of other students.
- There is a distinction between formal IB assessment and the supporting formative processes that schools need to develop for themselves.
- Valuing the most accurate recent demonstration of student performance, rather than just averaging attainment grades over a reporting period.
- Examining student understanding at the end of the course, based on the whole course and not just aspects of it. Students must be able to recall, adapt, and apply knowledge and skills to new questions and contexts.

***The IB Office at BBS ensures that all assessments are administered, interpreted, and analyzed on a yearly basis for further development and to align with requirements and updates of the IBDP programme.***

**Standardization in the IBDP:**

Standardization of marking happens when a group of markers all independently mark a sample of pieces of student work and compare and discuss the outcomes in order to establish that all markers are applying the agreed criteria consistently. Following the activity, the markers continue to mark student work in the normal way.

After teachers are done with their grading, they are expected to work collaboratively with their subject group team members to standardize their students’ assessments. Each department documents the process, feedback and reflection during standardization in their department’s MoM (Minutes of Meeting).

**Internal Standardization:**

The method where all subjects with more than one teacher teaching a specific Diploma course will go through to check that all Diploma Internal Assessment work is standardized against the rubric and as accurate as possible before sending off to be officially moderated by the IB. Standardization activities are employed to ensure the consistency of marking in courses where there are multiple markers.

**What is the difference between standardization and moderation?**

<b>Standardization in IB</b>	<b>Moderation in IB</b>
Standardization is the process by which teachers share their expectations and understanding of common criteria and standards with each other in order to improve the consistency of their decisions about student learning.	External moderation is a check / audit of a sample of marked work by an appointed external examiner. Moderation is a checking procedure whereby an external examiner reviews a sample of teacher-assessed coursework and establishes whether the teacher-awarded marks are correct, too harsh or too lenient.
Standardization activities are employed to ensure the consistency of marking in modules where there are multiple markers.	Moderation is employed to ensure that academic standards are appropriate, that marking is regulated within agreed norms or against predetermined marking criteria across a module/course.

## Grading in the IB and Non IB Programmes:

Percentage	Letter Grade	Courses	IB SL (Grades 11 & 12)	IB HL (Grades 11 & 12)	IB Points
97-100%	A+	4.3	4.8	5.3	7
94-96%	A	4.0	4.5	5.0	7
90-93%	A-	3.7	4.2	4.7	7
87-89%	B+	3.3	3.8	4.3	6
83-86%	B	3.0	3.5	4.0	6
80-82%	B-	2.7	3.2	3.7	6
77-79%	C+	2.3	2.8	3.3	5
73-76%	C	2.0	2.5	3.0	5
70-72%	C-	1.7	2.2	2.7	5
67-69%	D+	1.3	1.8	2.3	4
63-66%	D	1.0	1.5	2.0	4
60-62%	D-	0.7	1.2	1.7	4
0-59%	F	0.0	0	0	1-3

For each course, IB students receive grades ranging from 7 to 1, with 7 being the highest. A student's final Diploma result score is out of 45 points of which 42 are made up of the combined scores for each of the six subjects. The remaining three points come from the successful completion of the DP Core: Theory of Knowledge (TOK), Extended Essay (EE), and Creativity, Activity, Service (CAS). (Refer to the IB Core Programme Matrix)

The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance including successful completion of the three essential elements of the DP core. (Refer to *BBS 2022-2023 IB Handbook for more information*).

### **What's the difference between a mark/level\* and a grade?**

*(Refer to Assessment principles and practices—A guide to assessment for students and parents/ guardians Guide)*

In the IB, **marking** and **grading** student work are two different actions.

When work is marked, students are given credit for the work they have produced against a mark scheme or similar framework. **Marks** show how much of the assessment task a student got right.

In deciding a grade, the IB examiner is making a judgment on the quality of a student's work against a defined standard. This takes into account the difficulty of the task as well as the number of marks given. **Grades** have a particular meaning and relevance, and they are intended to be comparable with grades in other subjects.

**Consider: Marks are how far you have walked, but grades take into account how steep the path was.**

Grade awarding (the process of converting marks into grades) takes place shortly before the issue of results. Where a subject is made up of a number of components, the overall grade boundaries are worked out based on the grade boundaries set for each component. The total number of marks a student was awarded across all of a subject's components is then converted to a subject grade.



Subject grades are converted into points, and the total number of points goes towards determining whether the student passes the programme. Certain minimum levels of performance are required across the whole programme.

**\* Mark, level and score are all words used to describe how much of a task a student got correct.**

**The IBDP Core :**

The core will be assessed using the same assessment principles outlined in the IBDP specifications.

CAS students will be expected to reach certain CAS targets by predetermined dates to fulfill the requirements of the programme, and if they do not meet these targets, they will receive a failing condition.

*(Creativity, activity, service guide for students graduating in 2017 and after, International Baccalaureate Organisation)*

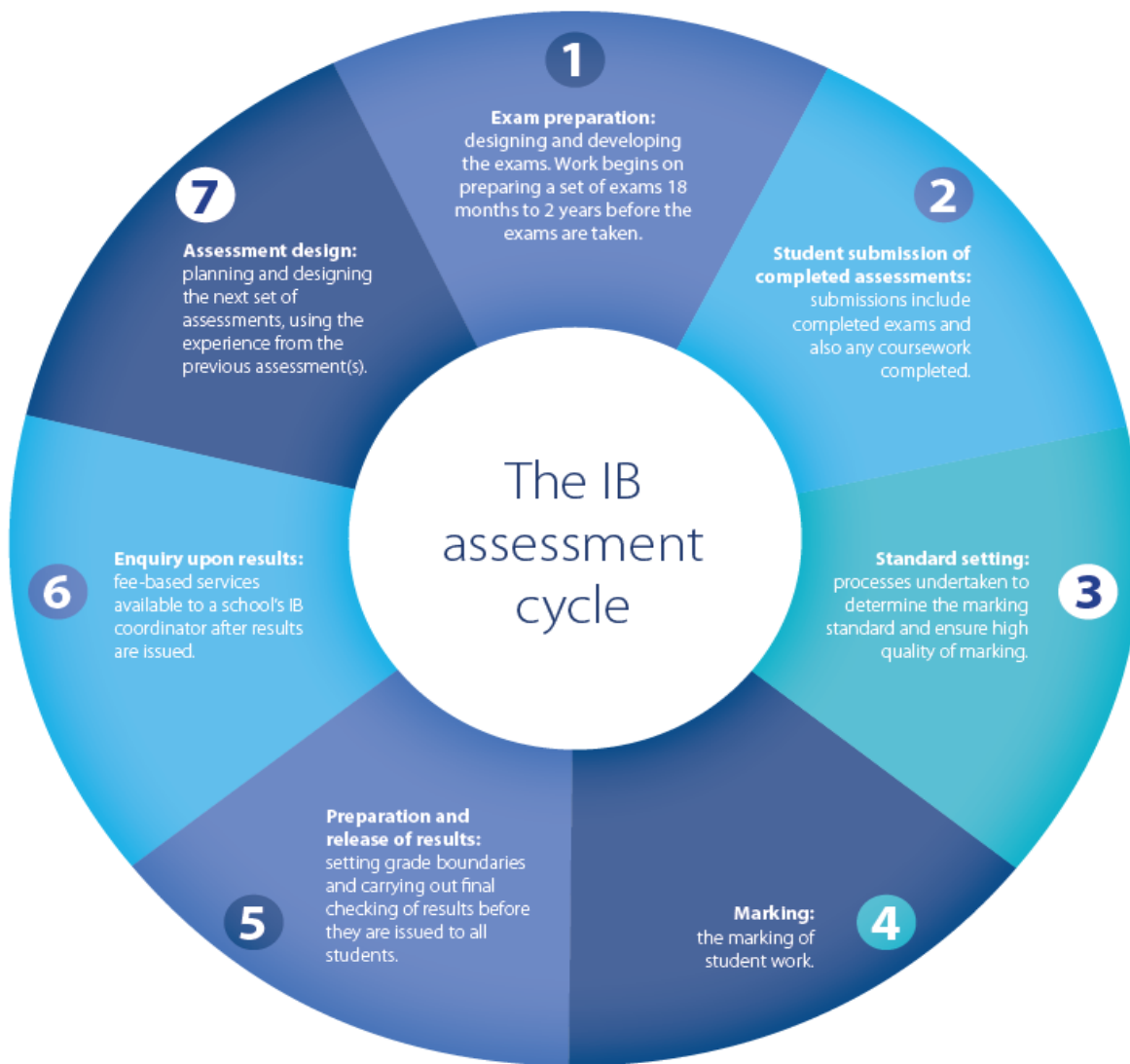
Students in Extended Essay and TOK are assessed using the letter grade matrix provided by the IBDP.

***IB Diploma Programme Points Matrix:***

ToK/EE	A	B	C	D	E
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				

**Analysis of IB Assessment:**

- IB subject area teachers standardize their grading to ensure accuracy of interpretation of assessment criteria.
- IB teachers use assessment data to set goals that address students’ learning needs, plan curriculum and drive instruction.
- IB teachers regularly review assessment practices.



*(Assessment principles and practices—A guide to assessment for students and parents/ guardians Guide, Page 2)*

### **Roles and Responsibilities of BBS IBDP School Community:**

Assessment policy should be adhered to by all stakeholders to guarantee an effective implementation and evaluation of the policy at BBS:

#### **Administration:**

- Conducts a yearly revision of the school's Assessment Policy in collaboration with the teaching and coordinating staff members.
- Ensures that new teachers are well-trained and prepared to implement the school's assessment policy.
- Is aware of the IB expectations and applies these to school context within the assessment policy.
- Ensures that teacher collaboration is an important aspect of professional development. This is organized through the 'In School PD sessions' running every Tuesday from 1:00-3:00 pm.
- Are part of the process of writing and reviewing the assessment policy.

#### **Teachers :**

- Are fully aware and understand their subject guide which explains the assessment model and practices for that particular subject.

- Are responsible for designing and providing formative and summative assessment structures and practices that help students to improve their understanding of what constitutes excellence and where their own work stands in relation to this.
- Are part of the process of writing and reviewing the assessment policy.
- Recognize students' level of competency and build assessments that allows them to exercise higher thinking skills and practice transfer.
- Focus on students' ATL skills.
- Provide for a variety of assessment tools and strategies that cater for the different learning styles, in collaboration with the AEA Coordinator and Programme Coordinator ( IB/AERO).
- Make students aware of the criteria required for producing a quality product well in advance
- Engage in self-reflection on their own practice.
- Use assessments' analysis to inform and improve their instructional strategies as well as student's achievement.
- Provide effective and timely feedback to students on the nature of students' strengths and areas of improvement.
- Standardize assessment before and after assessing.
- Encourage students to evaluate their own performance and help them develop strategies to improve.
- Familiarize themselves with specimen papers and mark schemes.
- Collaborate together by sharing ideas with their peers and observing classes.

#### **Subject Leaders:**

- Are part of the process of writing and reviewing the assessment policy.
- Guide teachers in the assessment standardization process .
- Ensures that teachers are aware of the subject specific command terms & criteria for producing a quality assessment.
- Ensures that teachers are aware of the recent assessment updates and fully understand their subject guide.
- Collaborate with the IBDPC and AEA.
- Conduct collaborative departmental workshops based on the IB Programme Standards and Practices.

#### **IBDP Coordinator:**

- Ensures that IB teachers are aware of IB assessment principles and practices by reading their subject guides and attending appropriate professional development events.
- Ensures that IB teachers fully understand how formal assessment is conducted.
- Collaborate with IB subject teachers and leaders in planning the internal assessment timelines.
- Interprets and analyzes IB assessments and results and shares the findings with the IB team and administration.
- Utilizes the new feature '*IB Insights*' in the Program Resource Center and disseminates data and analysis with all concerned subject teachers or leaders.
- Is involved in and part of the process of writing and reviewing the assessment policy.
- Ensures that all IB staff understand the conduct of examinations booklet.
- Ensures that all IB Examinations are safely stored and secured, following the IB guidelines and requirements.
- At least two weeks before the start of the written examinations, the DP coordinator should make available a copy of the examination schedule and the invigilation schedule to each invigilator. It is the responsibility of the coordinator to ensure that all invigilators understand their responsibilities and know how IB examinations are conducted and supervised.
- The coordinator/invigilator has the right to expel from the examination room any candidate whose behavior is deliberately interfering with the proper conduct of the examinations.

- Encourage teachers to submit comments to the IB on the quality of the examinations. All comments are carefully considered during the appropriate grade award meeting and are also useful for teams preparing future examinations. All comments must be submitted using the online questionnaire no later than 28 days after the examinations.

#### **Students:**

- Participate in School's surveys pertaining to the annual review of Assessment Policy.
- Understand the expected criteria for assessment.
- Analyze their learning and provide feedback and reflection on what and how is needed to improve.
- Sit for many formative assessments that prepare them to take summative assessments which will assess their performance and academic achievement at the end of the course.
- Submit any required work-homework, class work, assignments and projects, etc.- on time and with due diligence.
- Abide by the school's Academic Integrity/Honesty policy.
- Be autonomous learners by thinking independently. Assessing their own progress and taking responsibility for deadlines without excuse.
- Responsible for frequently checking their progress on PowerSchool.

#### **Parents:**

- Participate in School's surveys pertaining to the annual review of Assessment Policy.
- Monitor evidence of student learning and improvement through their children's portfolios, report cards, IB Progress Reports, Interim Progress Reports, and feedback from teachers.
- Offer constructive and positive support as their son/daughter completes his/her school work.
- Are aware of the BBS Assessment policy and types of assessments.
- Responsible for frequently checking their son/daughter's progress on PowerSchool.

#### **IB Invigilators ( During IB Year 2 Official Examination):**

- Read and fully understand and implement all BBS instructions relevant to conduct of examinations, especially in the High school and IB programme.
- Distribute and collect IB examination material, as instructed by the IB DPC and the IB Conduct of Examination Booklet.
- All invigilators who are present for an examination that permits a candidate to use a calculator must be familiar with the guidance on calculators (including how to set them to "examination mode"). Furthermore, such invigilators must understand how to check that candidates are not infringing the rules governing the use of calculators.

#### **Counselors:**

- Demonstrate the ability to administer standardized tests and assessments, and utilize the data for planning purposes for students.
- Report IB predicted grades to universities and colleges when requested for admission, in coordination with the IBDPC.

#### **AEA Department:**

- Students are referred to the Additional Educational Assistance (AEA) department based on the reports and observations of the IB and Non IB teachers.
- The AEA department makes a case evaluation and reports to the IBDPC who contacts the IBO for any inclusive access arrangement request and requirements.
- The AEA department makes a case evaluation and reports to the Child Study Team (CST) , teacher and Subject leaders.

- Develop an Individual Education Plan (IEP).
- Provide a descriptive report for each student when needed.
- Prepare an intervention plan with suggested recommendations.

*This policy is shared with School Community, IB Diploma Programme candidates and their legal guardians/parents when they begin the programme and is followed up with reminders at regular intervals throughout the two years of the programme. Assessment Policy is available on the school website, Google Classrooms, Bahrain Bayan Dashboard, Student and Teacher Handbooks as well as School's Manual of Policies and Procedures.*

*This document was reviewed by the IBDP Coordinator , Assessment Policy Steering Committee, Principals, Vice Principals, Head of Counseling, High School Subject Leaders, and Director of Academic Affairs on September 12, 2022.*

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