



## ASSESSMENT POLICY

**APRIL 2022**

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**KING ABDULAZIZ SCHOOLS  
INTERNATIONAL SYSTEM**

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## Introduction

The idea to start an international stream at King Abdulaziz Schools (KAS) was prompted by the owner's quest to build a school that provides quality education for the community of Madinah. The board members were keen on having an educational program that centers on research, inquiry, and lifelong learning.

The school started implementing the IB programmes in 2014. Spurred by the idea of being the first Primary Years Programme (PYP) school in the city of Madinah with English as the language of instruction, all stakeholders worked with this end in mind to reach this goal. Thanks to all stakeholders' support, the school gained a good reputation within the community and began growing gradually. We became a PYP authorized school in 2017, in 2020 KAS was authorized for the IB Middle Years Programme (MYP) and in 2021 the school became the first school in Madinah to offer in conjunction the three IB programs (PYP, MYP& DP) and accredited by Cognia, a nonprofit organization that provides quality assurance for schools.

## KAS Philosophy

KAS is a non-profit organization that believes that education aims to foster the child's development as a whole person. We believe students should be encouraged to think critically, creatively, become autonomous learners, and exploit their academic and personal potential. We want students to be productive in their lives, appreciate and respect different cultures, and feel responsible by serving their own country and the world.

We believe learners bring their strengths and uniqueness to the classroom. Our teachers strive to cultivate learning partnerships with our learners. KAS believes that teaching is about empowering learners to take responsibility for their learning, inspiring courage to grow intellectually, cultivating curiosity, providing opportunities for developing relationships, clarifying values, uplifting the spirit and igniting action.

Our rigorous assessments aim to discover what our learners know and have learned at different learning stages. We believe that effective assessments cover the five essential elements of learning; the acquisition of knowledge, understanding of concepts, mastering skills, developing attitudes, and encouraging the initiative to act.

Our School aims to prepare young minds to become leaders who meet the global challenges of the 21st century and grow to become internationally minded individuals that push for positive change in the world.

## IB Mission Statement

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

understanding and respect. To this end, the organization works with schools, governments and international organizations to develop challenging international education programs and rigorous assessment. These programs encourage students worldwide to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.”

### KAS Mission Statement

“King Abdulaziz School strives to cultivate international educational experiences that prepare active and lifelong learners. KAS aims at providing stimulating academic programmes supported by rigorous assessment implemented through an inquiry-based, caring learning environment. Learners are equipped with the skills they require to reach their full potential and become responsible global citizens.

KAS prepares students to be open to other perspectives, values and traditions whilst recognizing their own identity and taking pride in their cultural heritage.”

### KAS Vision Statement

“To inspire the individual potential of all students and enable them to become principled, proficient, inquiring, and caring lifelong learners.”

### KAS Core Values

KAS fosters an atmosphere of academic excellence and encourages intellectual inquiry and critical thinking of all students and staff, recognizing their different learning needs, encouraging them to be:

- **Knowledgeable:** Knowing well, achieving well and doing well
- **Actionable:** Aiming high, reaching out and exemplary outlook
- **Successful:** in school, in universities and beyond

### International-Mindedness, IB Learner Profile Attributes and KAS Policies

We believe that each learner profile attribute incorporates key values, attitudes, knowledge, understanding and/or skills crucial to learning and development. Thus, our prospective students, their families and the whole school community acknowledge the importance of utilizing the IB learner profile attributes to develop the needed skills for international mindedness, to become an agentic learner and to adhere to this policy. The following IB learner profiles attributes are adopted from the IB:

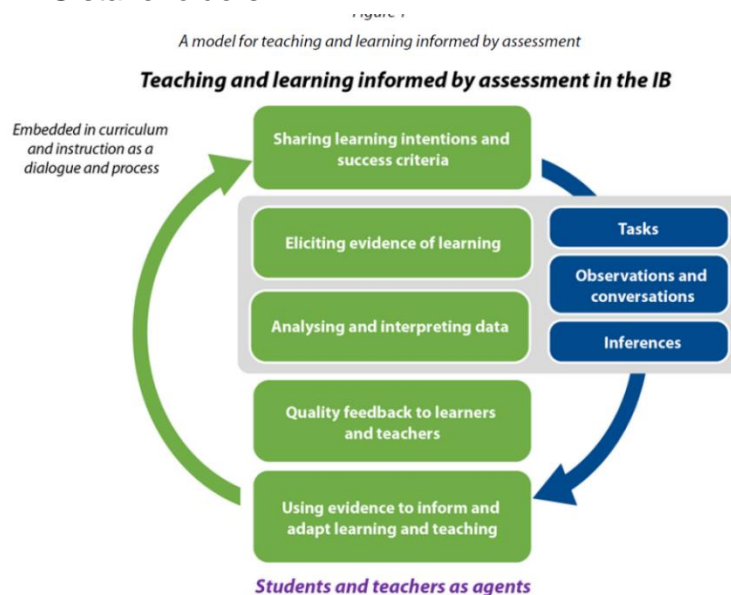
- **Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- **Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- **Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- **Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- **Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- **Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

*The IB Learner Profile: A singular capacity for invigorating campus life IBO; 2010*

## Purpose of this document

The purpose of KAS Assessment Policy is to create a school-wide shared assessment culture and to promote an environment of continuous learning and growth within KAS learning community. The policy identifies relevant resources and adheres to MoE, IB and Cognia assessment requirements for implementing a valid and fair practice. It also clarifies the rights, roles, responsibilities and expectations of all members of KAS learning

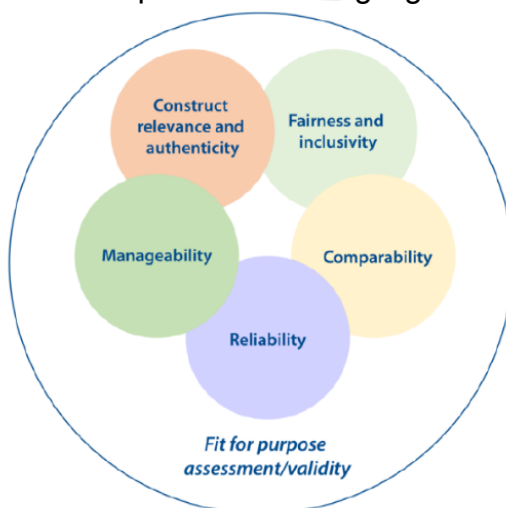
community to highlight what constitutes good assessment practice and to support learning within KAS stakeholders.



Teaching and learning informed by assessment in the DP Guide & TSM IBO; 2021

## KAS Assessment Philosophy

At KAS, we believe that highly effective assessments must be fair, authentic, and valid. Assessments should focus on the individual student's progress rather than comparing students' performances in reference to shared assessment criteria. KAS learning and assessment practices are IB criterion based and not only reflect the achievement of the learner but maximize students' potential and highlight areas for improvement.



IBO (2010). Assessment principles and practices—Quality assessments in a digital age



We believe that supporting students with a balanced hybrid of formative and summative assessment is fundamental to exploring learners' starting points and shaping their progression. KAS believes that effective assessments are developed at the planning stage and built around the principles of continuous cycle of reflection, planning and implementation. We also believe that the input of home support is equally crucial to achieving our assessment objectives. This will develop, foster, and promote a collaborative assessment culture and will create an opportunity for students and parents to reflect on their learning and to become more confident, knowledgeable, balanced, open-minded, reflective, and life-long learners.

### Links with other KAS Policies

KAS Assessment Policy should be read in conjunction with the following policies:

- **KAS Academic Integrity Policy:** The Academic Integrity Policy is designed to clarify the expectations associated with the submission of authentic work. The policy also specifies consequences and sanctions for breaches of academic integrity practice.
- **KAS Admission Policy:** All admission Entrance Tests that new applicants must sit for will be administered with the same procedures as regular assessments at KAS. Graduation requirements and transition conditions are outlined in KAS admission policy.
- **KAS Inclusion Policy:** At KAS, inclusion practice is applied during assessments to remove any barriers to learning and to maximize achievements for all students regardless of their learning needs.
- **KAS Language Policy:** KAS assessment practice provides opportunity for clarifications of assessments and tests to ensure that students with diverse language have a clear understanding of what is expected of them.
- **KAS Homework Policy:** AT KAS, homework is additional avenue of assessment for strengthening knowledge and skills to raise the level of achievement for all students. All homework tasks are assessed with the same grading criteria and 7 point scale system across the KAS IB Continuum.

### Assessment Policy Committee

The Assessment Committee is responsible for reviewing, approving, and governing the process of assessing student learning at KAS. The committee also convenes to arbitrate all types of assessment disputes or matters relevant to grading, missed assessment without provision of medical report and earning school certifications. The committee will also provide guidance and information to members of the school's learning community in implementing assessment plans, developing, reviewing data and analyzing assessment results. The committee also decides on students with special requests for administration

of test/examinations before or after the scheduled dates. The KAS Assessment Committee meets twice each school term to discuss assessment issues and to ascertain that the principles of assessment for learning identified by the IB are implemented and supported by the school. The Assessment Committee includes:

- VP Academic
- Program Coordinators
- Head of Inclusion
- Heads of Departments
- The Examination Officer
- Student council representative
- PTA representatives

### Expectations and responsibilities of the School Community

KAS assessment practice stems from shared responsibility among all members of the learning community to ensure an effective implementation of the assessment policy to reflect the community needs. In continuous assessment, all stakeholders take an active role within the process of **monitoring and measuring** the standard of teaching and learning (see table below).

Stakeholder	Type of Assessment	Responsibility
Students	Self-Assessment	How to take responsibility for my own learning? How well am I performing?
	Peer-Assessment	How can I help others to learn and make progress? How can I learn from others?
	Reflections	How I'm I progressing? Am I reaching my targets?
Teachers	Formative Assessment	What is the current performance of students and how to improve?
	Summative Assessment	What are students' current performance and level?
Program Coordinators	Institutional Assessment	How can we use the continuous assessment data to improve teaching and learning?
Examinations Officer	Test and examination results from teachers	Are the data analyzed and shared with Coordinators, PLT, HoDs and teachers?
Heads of Departments (HoDs)	Data for all pupils in their designated subject	How consistent are targets being met by students? Are progression details based on thorough Analysis, Review, Monitoring, and Intervention? Are responses in line with the progress data?
Whole School Community	Community Assessment	How can we promote learning experiences which encourage creativity, social responsibility, tolerance, and international mindedness? Are Parents informed of student progress and achievements?



It is the responsibility of all stakeholders to actively collaborate with each other, so everyone is aware of, and understands, why, what and how to assess, to maintain quality teaching, learning and outcome.

### Leadership Team:

- Promotes an assessment culture among the learning community to enhance a shared understanding of what data is being collected, analysed, and reported.
- Provides school-wide professional development opportunities for teachers to plan, reflect and moderate assessment collaboratively.
- Builds a shared understanding of what learning is to be achieved.
- Encourage reflection and focused feedback
- Oversees assessment practices in compliance with IB rules and regulations.
- Reviews progress of all students and subjects within the school.
- Ensures targets are consistently met and evidence of pupil progression is available through analysis, review, monitoring and Intervention
- Ensures consistent response to progress data.

### Program Coordinators:

- Ensure that the specific criteria that the assessment is built around is clear and well-known.
- Ensure that aspects of assessment reflect the content and practice of the specific programme.
- Ensure that assessment is collaboratively planned during the school's collaborative planning sessions.
- Ensure that timeline conforms to the IB deadline and supports teachers and students.
- Ensure targets are consistently met and evidence of pupil progression is available through analysis, review, monitoring and Intervention
- Ensure consistent response to progress data.

### Examinations Officer

- Attends relevant workshops and shares updates information with teachers and students
- Ensures that the success criteria are explained to and understood, in advance by teachers and students.
- Has a clear system for documenting and reporting students' learning.

- Analyses assessment data, learning outcomes, and share information with HoDs and teachers to inform their reporting, planning and teaching.

### Teachers:

- Support task clarifications so that specific criteria that the assessment is built around is clear and understood by students.
- Use a variety of assessment strategies, tasks, and tools according to the school assessment policy and IB-mandated policies
- Guide students to take ownership of their own learning by providing opportunity for them to demonstrate their learning.
- Understand the areas of weaknesses and strengths, and differentiate instruction and assessment to meet the learning needs of all students.
- Document and analyze student learning over time to design learning experiences based on data.
- Collaborate with students and other teachers when designing, moderating and analyzing assessment results Design assessments that fulfil the requirements of the KAS Assessment Policy
- Inform students of the summative task clarifications and expectations, prior to assigning the summative assessment.
- Use assessment to enhance classroom practices and provide parents with a detailed account of their child's progress for additional support at home
- Identify what students understand and are able to do, and give them timely and constructive feedback on their progress and inform stakeholders if a student's grade is below expectations.
- Provide timely and tangible feedback that students can act upon and provide them with various opportunities to experience success.
- Encourage students to take risks, to extend their learning, and to clarify misunderstandings and support them in identifying their mistakes.
- Provide platforms for reflection, self-assessment, and peer feedback

### Students:

- Attend school regularly to avoid penalties for missed assessments.
- Provide school with advanced notice and evidence for planned absences during assessment periods.
- Use feedback effectively to reflect on their learning, identify areas of improvement, and set learning goals and success criteria.

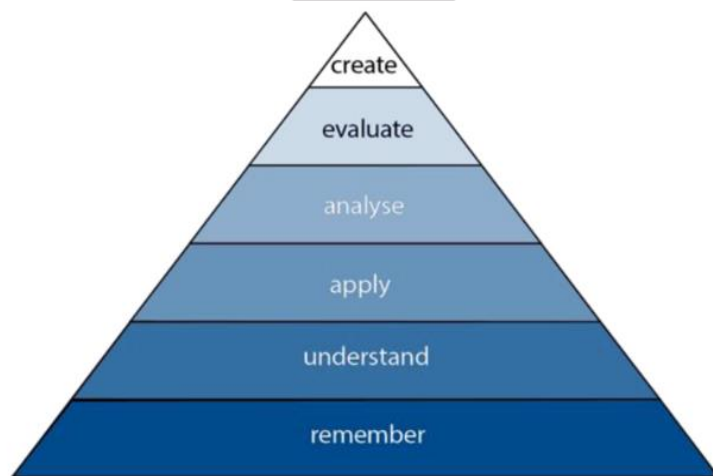
- Complete all the formative tasks in preparation for the summative assessment and submit all assessments within the deadline
- Know and use the assessment criteria while completing assessment tasks.
- Present evidence, such as samples of their work, that best demonstrates the intended learning goals.
- Produce quality work and use assessment to show their understanding and growth in their learning.
- Submit work that is their own and represents their own efforts and abilities (see Academic Integrity Policy for more information)

### Parents/ Guardians

- Stay informed about their children's academic progress regularly and contact the school with any concerns
- Attend all parents' teacher conferences to discuss students' progress and their academic performance

### **KAS Assessment Obligations**

Assessment at KAS is informed by assessment framework underpinning Bloom's higher order cognitive skills whereby assessment is staggered across ability levels to provide many opportunities for students to demonstrate what they know and what they can do. They are also given a chance to attempt In-depth analysis of issues or knowledge across all subjects.



*IBO (2018). Assessment principles and practices—Quality assessments in a digital age*

Assessment at KAS promotes learning by helping students to take responsibility while developing enthusiasm and motivation for their learning. By encouraging students to

actively design, manage and reflect on their own learning, they develop the skills to self-assess, and support their learning. KAS assessment obligations toward students and staff adhere with Saudi MoE requirements. Also, KAS assessment practices reflect KAS guiding principles of promoting a culture of learner-centered practices involving the entire learning community to support students to become principled, inquiring, and lifelong learners. (See appendix A for local grade conversion to fit with MoE's expectations.)

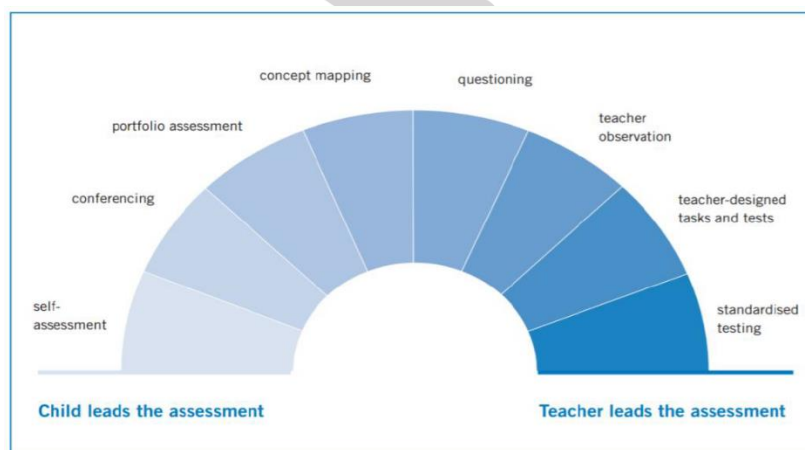
## Absenteeism from Assessment

Absenteeism is highly discouraged at KAS. For genuine reasons, KAS policy on absenteeism from in-school assessment is outlined below:

- Absence backed by evidence for reasons of absence may merit a retake
- Prolonged period of absence may require new sets of examination covering the same area of the syllabus/subject guide.
- Students are hereby advised that absenteeism from external examinations may lead to the award of no qualification.

## Assessments in Classrooms What do we assess?

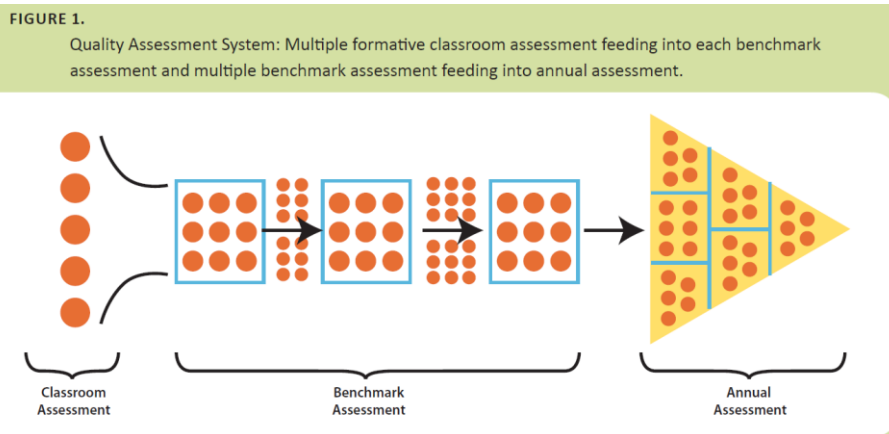
At KAS, classroom assessment is based on a continuum where both students and teachers play active roles in continuous assessment. Differentiated assessment strategies can also be used at the end of each unit against certain criteria to assess a student's levels of achievement. These strategies allow for a balanced and comprehensive view of student learning.



Brannoxtown Community National School Assessment and Reporting Policy Planning 2020/2021

Teachers use a variety of continuum assessment descriptors to gain insights into students' understanding, knowledge, skills, and progression. These practices are used in

addition to implementing differentiated formative and summative assessments. If students need further intervention, they will be observed more deeply and then referred to the KAS Inclusion Department.



Benchmark Assessment for Improved Learning AN AACC POLICY BRIEF 2010

**Below** is a table used by teachers as a guide to determine the approaches to assessment during the teaching and learning process

Assessment for learning	Assessment of learning	Assessment as learning
Also known as <b>formative assessment</b> . Its goal is to inform teaching and promote learning.	Also known as <b>summative assessment</b> . Its goal is to certify and to report on learning progress.	As <b>part of the formative process</b> , its goal is to support students in learning how to become a self-regulated lifelong learner.
It is conducted through- out the learning process. It is iterative and interactive.	It is typically conducted at the end of a unit, year level or developmental stage, or programme.	It is conducted throughout the learning process. It is iterative and interactive.
<ol style="list-style-type: none"> <li>1. Student involvement</li> <li>2. Quantitative/ qualitative data</li> <li>3. Written and oral</li> <li>4. Artifacts</li> <li>5. Observations and feedback</li> <li>6. Teacher/student dialogues/conferences</li> <li>7. Context-based In- formal</li> <li>8. Indication of process</li> <li>9. Indication of knowledge/skill ap- plication</li> </ol>	<ol style="list-style-type: none"> <li>1. Limited student involvement</li> <li>2. Quantitative data</li> <li>3. Tests, exams, standardized tests</li> <li>4. Indication of skills and knowledge acquisition or mastery</li> <li>5. Based on teacher judgment</li> <li>6. Criteria referenced</li> </ol>	<p>Students are active agents in their own learning by developing and using meta- cognitive strategies to:</p> <ol style="list-style-type: none"> <li>1. Plan learning goals</li> <li>2. Monitor goals</li> <li>3. Reflect to modify learning and to adjust learning.</li> </ol>

## KAS Assessment Tools How do we assess?

At KAS, teachers apply different tools to personalize planning and to determine the levels of students' attainment to help them achieve their learning goals. Differentiated assessment tools provide a variety of ways for students to demonstrate their learning. Teachers use different approaches during the learning process which allow them to monitor and further support student learning. The assessment tools used at KAS are outlined in the below table:

Practice	Formative	Summative
Learners Questionnaires	✓	
Lessons observation	✓	
Moderation/standardization of work see appendix E	✓	
Work samples	✓	
Teacher Assessment data	✓	✓
Analysis of test question response	✓	
Test and exam results	✓	✓
MoE recommendations	✓	
Departmental review	✓	
Marking of work [books/folders], etc.	✓	✓
Subject reports from IB external exams	✓	
Exhibitions	✓	✓
Projects	✓	✓
Presentations	✓	✓
Debates	✓	
Field trips	✓	✓
Service learning	✓	
Learner Profile Attributes	✓	
Peer-assessment	✓	
Self-assessment	✓	
Peer-led learning initiative	✓	
Diagnostic tests	✓	
Class tests and quizzes	✓	✓

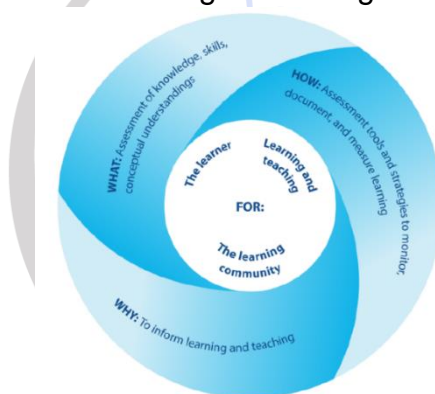


KAS also reports on students' effort performance, ATL skills acquisition and progression on ManageBac, according to the following grading system:

Grade	Description
5	Excellent
4	Good
3	Satisfactory
2	Needs Improvement
1	Unsatisfactory

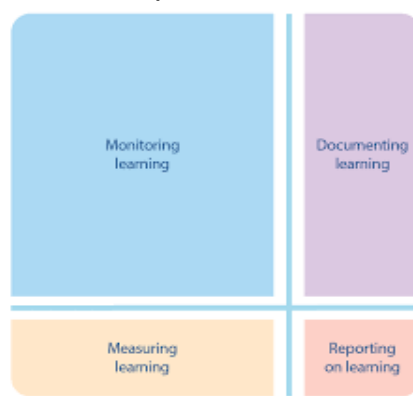
## Assessment and Grading in PYP

Assessment is central to the Primary Years Programme (PYP) goal of thoughtfully and effectively supporting students through the acquisition of subject-specific knowledge as well as developing conceptual understanding and the ATL skills. PYP assessment informs the learner, learning and teaching, and the learning community through the monitoring, documenting, and measuring of learning.



PYP Learning and Teaching 2018 P. 69

According to IBO, “PYP assessment has four dimensions: monitoring, documenting, measuring, and reporting on learning”. The aim of all these aspects is to provide evidence to inform learning and teaching. Although the weight of all these four dimensions of assessment is not given equal focus in the IB (please see the diagram below); each dimension has its own importance and value.



PYP Learning and Teaching 2018 P. 76

The PYP emphasises the importance of monitoring and documenting learning as these dimensions are critical in providing contractive feedback to learners Refer to PYP Learning and Teaching 2018 P. 76-77

PYP assessment is internal and uses criteria developed in collaboration between teachers and students. It is based on a 7-scale grading system reflecting the 6 PYP transdisciplinary themes and linked to units culminating into the exhibition in PYP 5.

### Assessment Practices in the PYP How do we assess?

- Pre- assessment at the beginning of new unit of inquiry or topic in standalone subjects
- Ongoing formative assessments linked with lines of inquiry.
- Summative assessment at the end of each unit.
- Weekly spelling tests from Grades 1-5 which is part of the language program at KAS.
- Level reading assessment on [www.razkids.com](http://www.razkids.com) – twice a month
- Monthly Math formative assessments and summative assessments from KG-grades 5.
- Skilled based assessments in Math, English, Arabic, and Religion at the end of each term.
- Students' performance during and at the end of each UOI.

### PYP Exhibition

In the final year of PYP, Grade 5 students prepare and showcase an exhibition where each student demonstrates their skill development and engagement with the IB learner profile attributes and the PYP key concepts. Refer to the school academic calendar for the exhibition date. (See appendix B for the exhibition rubric).

### Assessment and Grading in the MYP

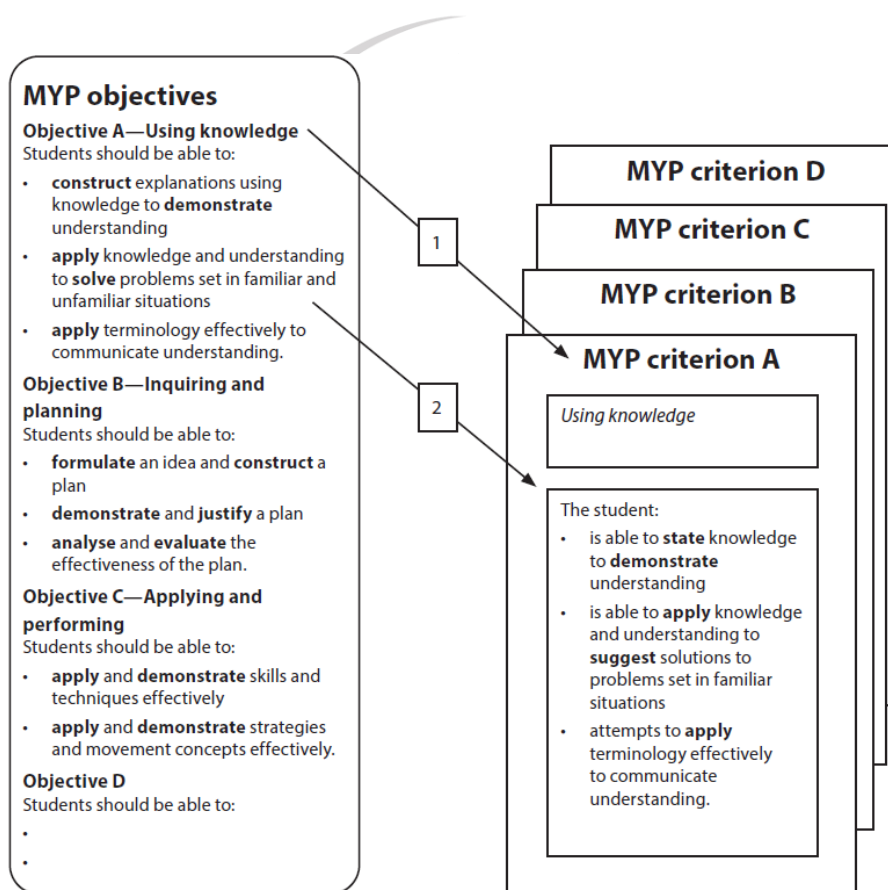
“MYP assessment plays a significant role in the development of ATL skills, especially skills that are closely related to subject-group objectives. The MYP approach to assessment recognizes the importance of assessing not only the products, but also the process, of learning.”

MYP: From principles into practice 2014 P. 80

Through effective formative assessment, teachers use assessment tools to gather, analyze, interpret, and use a variety of evidence to improve student learning and to help them achieve their potential.

Each MYP subject has four specific objectives, labelled A, B, C, and D, from which teachers plan their units and students reflect on it. These objectives are aligned with four assessment criteria indicated as Criterion A, B, C, and D. Assessment criteria are the indicating tools of achievement, understanding and summarise teaching and learning at the end of the units. Teachers must cover the content of each MYP objective and strands at least twice a year. Similarly, they need to assess students at least twice a year for each MYP Assessment criterion to determine students' final levels. (For more information about MYP objectives and criteria, refer to MYP: From Principles into Practice document.)

MYP assessment is internal and based on four assessment subject-based criteria. Each criterion is marked out of 8. The total mark for the 4 criteria is 32. Mark obtained out of 32 is converted to MYP grades form 1-7.



MYP: From principles into practice 2014 P. 82

## Assessment Practices in the MYP How do we assess?

KAS MYP internal assessment includes but, not limited to the tasks and strategies

below

- Pre- assessment/ base line test at the beginning of each unit
- Formative assessments linked with MYP assessment criteria
- Summative assessment at the end of each unit using MYP command terms
- Peer and self-assessment
- Reflections

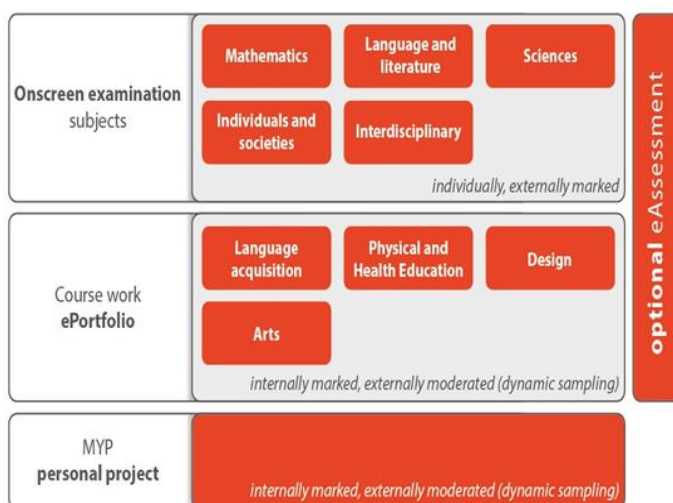
## The MYP Personal Project Exhibition

The Personal Project is a learner-centered project completed by students in MYP 5 (Grade 10). KAS appoints Personal Project Coordinator to support, assign supervisors to promote inquiry and guide students in their independent learning skills. (Refer to KAS Personal Project guide for details, reporting, grading and procedures).

At the end of MYP 5, students are expected to present their personal project products on the showcase day. The exhibition is an opportunity for students to demonstrate their ATL skills along with the learner profile attributes that they have acquired during the process of the project. Students should reflect in their showcase presentations and the integration of inquiry cycle into their personal project. Refer to the school academic calendar for the exhibition date. (See appendix C for PP exhibition rubric)

## MYP eAssessment

The Personal Project is a learner-centered project completed by students in MYP 5 (Grade 10). The MYP **eAssessment** consists of Onscreen examination, **ePortfolio** Coursework and **Personal Project**.



IBO The IB uses both internal and optional external assessment (eAssessment) in the MYP.

The **IB MYP certificate** to candidate who has:

- Gained a minimum grade total of **28 points** from **six subject groups**, the **interdisciplinary on-screen examination** and the **personal project** combined, out of a maximum of **56 points**.
- gained **at least a grade 3** in at least **one subject from each subject group**
- gained at least a **grade 3** for the **personal project**
- gained **at least a grade 3** for the **interdisciplinary on-screen examination**
- **Completed the school's requirements for service as action.**

A **bilingual IB MYP certificate** is awarded to a candidate on successful completion of at least one of the following additional conditions.

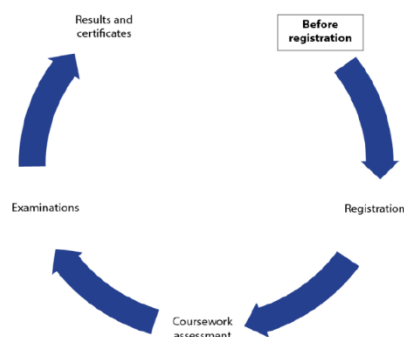
- Achieving **at least a grade 3** for two language and literature on-screen examinations
- Achieving **at least a grade 3** for a science, individual and societies, or interdisciplinary on-screen examination in a response language that is different from the candidate's chosen language and literature examination subject.

Candidates who perform below these expectations are awarded **Course results** instead of **MYP Certificate**.

## Assessment and Grading in the DP

"Assessment plays a crucial role in supporting learning as well as in measuring learning. In the Diploma Programme (DP), assessment is intended to support curricular goals and to encourage appropriate student learning."

Diploma Programme: From principles into practice 2015 P. 78



student's journey through the Diploma Programme Diploma Programme Assessment procedures 2022

At KAS, teachers use subject-specific DP Assessment Descriptors formatively to support learning and ensure that subject contents are effectively covered in lessons.

Assessments involve a combination of Internal and External Assessments. Teachers are also responsible for designing formative and summative assessments to provide students with opportunities to acquire and master skills to get them ready for the DP final examinations. Internal Assessments are in-school and graded by teachers but moderated by external moderators. External assessment consists of written examinations for each of the six DP subjects taken at the end of the second year of the programme.

Internal assessment in the DP is based on a scale of 1-7 based on subject-specific descriptors. External IB Diploma examinations consist of Internal and External assessments. Internal assessments are graded by teachers but moderated by external moderators. Final DP written examinations are marked by examiners and final grade given are combination of internal and external marks obtained by candidates.

### Assessment Practices in the DP How do we assess?

DP faculty share the Internal Assessment Calendar to support students and teachers to manage the sequence and cycles of the Internal Assessments.

KAS DP internal assessment includes, but not limited to the tasks and strategies below:

- Pre- assessment/ base line test at the beginning of each unit
- Formative assessments linked with Subject assessment criteria
- Summative assessment at the end of each unit using Assessment descriptors
- Peer and self-assessment
- Reflections
- Extended Essay

### Predicted Grades

Final Diploma Programme grades are predicted in IBDP2 to help students with their university applications. Teachers predict grades on an individual basis after the mock examinations. Predicted grades are communicated to students and parents.

In March, teachers can predict TOK and EE grades only for college applicants but as per IB requirement, the grade prediction must be done before the IB external exams.

### CAS and TOK Exhibitions

**Creativity, Activity and Service (CAS)** enables students to learn, live and demonstrate the experiential aspects of IB Diploma studies. The school appoints CAS Coordinator to support, assign supervisors to promote the three strands of **C.A.S.** and guide students in experiential, personal and independent learning skills. (Refer to KAS Creativity, Activity and Service guide for details, reporting, grading, and procedures). The CAS Portfolio



marks the end of the CAS initiative and is celebrated with the members of the KAS learning community during CAS Exhibitions. Refer to the school academic calendar for the exhibition date. See Appendix F for CAS learning outcome rubric.

TOK enables students to reflect on the nature, scope and limitations of knowledge and the process of knowing. KAS appoints a TOK coordinator to teach and guide students to consolidate the two TOK expectations: TOK Essay and TOK Exhibition at KAS. Refer to the school academic calendar for the exhibition date. (See Appendix D for exhibition rubric)

### Assessment Practices in the AD How do we assess?

Each subject taught in the American Diploma Program has credits. A student must earn a minimum of 28 credits to graduate from the American Diploma at KAS.

- English Language and Literature 4 Credits
- World language (Arabic Language Studies) 4 Credits
- Mathematics (Algebra 1, Algebra II, Geometry, Pre-Calculus/Calculus) 4 Credits
- Science (Integrated science, Physics, Chemistry, Biology) = 4 Credits
- Social studies: Geography, World History (American History, Britain History) = 3 Credits
- Islamic studies 2 Credits
- **Electives 7 Credits** (Econ 1, Arts (visual art and drama) 2, PHE 1, Design (Digital and product 2, Business 1)

#### Total credits 28

In addition, students must complete 20 hours of Community service work to get a certificate for it.

### Diagnostic Tests and Analyzing Data

KAS (K – 12) currently uses the Measure of Academic Progress, (MAP) TEST to measure achievement gaps in Math, Science, and English. MAP also assesses phonic awareness for students who need extra support in reading and comprehension. This is particularly helpful for spotting English as Additional Language (EAL) students who might seem to be competent readers, however, may have weak comprehension skills. The tests will be administered electronically and supervised by teachers at the beginning of each school year. The inclusion department notifies parents of the diagnostic test results and helps

teachers to use data to support differentiated learning and target setting within the student Individual Education Plan (IEP). KAS also uses ManageBac as a specific mode of communication between the school and its learning Community.

The Examinations Officer receives assessment data twice per term from teachers. The data is analyzed with a view to determine students' attainment and progression against 4 achievement bands: NS (Needs support); G (Good); E (Excellent) and Emp (Exemplary). Students with 0 progression point have made no progress and the school expects 85% of students to make 1 point progression per term.

### Reporting learning: How well are we doing?

Reporting on learning at KAS describes the progress and achievement of the students' learning, identifies areas for growth and contributes to the efficacy of the programmes and the teaching. Learners' growth and development are reported to parents and students throughout the year via ManageBac and per schedule indicated in the table below:

Program	Terms	Recording and Reporting	Date
PYP	Term1	3-way conferences, Reports on MangeBac MoE Transcripts	Refer to school calendar
	Term 2	Parent-Teacher conference, Reports on MangeBac MoE Transcripts	
	Term 3	Student led conference/ Portfolios (K – PYP 4), PYP 5 Exhibition, Reports on MangeBac, MoE Transcripts	
MYP	Term 1	3-way conferences, Reports on MangeBac, MoE Transcripts	
	Term 2	3-way conferences, Reports on MangeBac MoE Transcripts	
	Term 3	Personal Project Exhibition, Reports on MangeBa MoE Transcripts	
DP1	Term 1	3-way conferences, Reports on MangeBac MoE Transcripts	
	Term 2	3-way conferences Reports on MangeBa MoE Transcripts	
	Term 3	Reports on MangeBac MoE Transcripts	
DP2	Term 1	3-way conferences Mock Exams Reports on MangeBac MoE Transcripts	
	Term 2	3-way conferences CAS & TOK Exhibitions Reports on MangeBac MoE Transcripts	
	Term 3	External IB Examinations	
AD	Term 1	3-way conferences Reports on MangeBac MoE Transcripts	
	Term 2	3-way conferences Reports on MangeBac MoE Transcripts	
	Term 3	Reports on MangeBac MoE Transcripts	

### Standardization of Tests and Examinations

To enhance the reliability and consistency of assessment at KAS, standardization procedure is applied to assessments. Teachers of the same subject jointly apply this process to ensure that marking maintains the same level marks in the same assessment

bit marked by various teachers. The moderation process forms a key part of standardization to ensure that marks or grade award maintain the same understanding among different teachers assessing similar assessment tasks. Both moderation and standardization procedures are practiced by teachers in summative assessments and external assessments like the MYP Personal project and IB Diploma Internal Assessments as a matter of course. See Appendix E.

## Implementing KAS Assessment Policy

KAS Assessment Policy will be implemented to reflect the following IB Standards and Practices which became effective October 2020:

- The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. **(0301-05)**
- The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. **(0301-05-0100)**
- The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. **(0301-05-0200)**
- The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. **(0301-05-0300)**
- The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. **(0301-05-0400)**
- The school describes in its assessment policy the value of assessment for continuous learning and growth. **(0301-05-0500)**

## Communicating and Promoting KAS Assessment Policy

This policy is translated into Arabic, the first and host country language, to increase access for the whole learning community and maximize their level of participation in the implementation of the policy. The policy is published on the school's website and a printed copy of it is available upon request. The assessment committee also organizes a policy orientation session for prospective students and their families in September of each year.

## Policy review cycle



*Reviewing a language policy IBO; 2018*

This policy has been reviewed in April 2022 by KAS Assessment Committee. It will be reviewed and updated annually by the school's academic departments to reflect the IB philosophy and KAS school community's needs through the following IB cultures which became effective October 2020:

- The school implements processes with consideration of the relationship between its IB-mandated policies. **(0301-06-0100)**
- The school documents its IB-mandated policies and communicates them to the school community. **(0301-06-0200)**
- The school considers physical and virtual spaces in all its IB-mandated policies. **(0301-06-0300)**
- The school articulates a planned integration of human, natural, built or virtual resources in all its IB mandated policies. **(0301-06-0400)**
- The school considers the Learner Profile in all its IB-mandated policies. **(0301-06-0500)**
- The school considers international-mindedness in all its IB-mandated policies. **(0301-06-0600)**
- The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. **(0301-06-0700)**

***Last reviewed: April 2022***

## References

*Benchmark Assessment for Improved Learning AN (2010). AACC POLICY BRIEF*

*Brannoxtown Community National School Assessment and Reporting Policy Planning 2020/2021*

*International Baccalaureate (2018). Assessment principles and practices—Quality assessments in a digital age*

*International Baccalaureate (2015). Diploma Programme: From principles into practice*

*International Baccalaureate (2014). MYP: From principles into practice*

*International Baccalaureate (2018). PYP Learning and Teaching*

*International Baccalaureate (2021). Teaching & Learning informed by assessment in the Diploma Programm*

*International Baccalaureate The IB uses both internal and optional external assessment (eAssessment) in the MYP <https://www.ibo.org/programmes/middle-years-programme/assessment-and-exams/>*

**KAS policies:**

- Academic Integrity Policy
- Admission Policy
- Homework Policy
- Inclusion Policy
- Language Policy

## APPENDICES

### Appendix A: KAS local grade conversion

MYP Mark	MYP Grade	%	DP Grade	4.0 Scale
1	1	49	1	0
2	1	50-53	1	0
3	1	53-55	1	0
4	4	55-57	1	0
5	1	57-59	1	0.25
6	2	60-62	2	0.75
7	2	63-65	2	1.0
8	2	65-66	2	1.0
9	2	67-69	2	1.25
10	3	70-72	3	1.75
11	3	73-75	3	2.0
12	3	75-76	3	2.0
13	3	77-79	3	2.25
14	3	79-82	3	2.75
15	4	83-84	4	3.0
16	4	85-86	4	3.0
17	4	87-89	4	3.25
18	4	90-91	4	3.75
19	5	92	5	3.75
20	5	93	5	3.8
21	5	94	5	3.8
22	5	94	5	3.8
23	5	95	5	3.8
24	6	96	6	3.8
25	6	96	6	3.8
26	6	97	6	3.8
27	6	98	6	4.0
28	7	99	7	4.0
29	7	99	7	4.0
30	7	99	7	4.0
31	7	99	7	4.0
32	7	100	7	4.0

Grading	Scale
Percent	Letter Grade
100	A+
99-93	A
92-90	A-
89-87	B+
86-83	B
82-80	B-
79-77	C+
76-73	C
72-70	C-
69-67	D+
66-63	D
62-60	D-
60 <	F

MYP/DP Grades	Local Percentage Range
6H,6S,6L	96-98
5H,5S,5L	93-95
4H,4S,4L	82-92
3H,3S,3L	70-81
2H,2S,2L	60-69
1H,1S,1L	51-59
	<50

High (H), Standard (S), Low (L)



## Appendix B: KAS PYP 5 Exhibition Rubric

PYP Exhibition Guidelines. August 2004. P.14

Descriptor	NS	G	Ex	Emp
The exhibition considered a local real-life issue or problem that was: <ul style="list-style-type: none"> <li>significant</li> <li>relevant</li> <li>engaging</li> <li>challenging.</li> </ul>				
The exhibition was thoroughly planned in collaboration with other significant staff including management (where relevant).				
All students, regardless of their learning styles and needs, were supported to be actively and productively involved in the exhibition from planning stages to the final presentation.				
The exhibition reflected the five essential elements of the PYP (concepts, knowledge, skills, attitudes, action).				
The exhibition allowed students to demonstrate and reflect upon the attributes of the student profile.				
A range of media and forms of expression were used in the exhibition (eg written work, oral presentations, and performances).				
There was an appropriate balance between the use of primary and secondary sources in the inquiry process.				
Assessment was ongoing and reflected the entire inquiry process.				
There was adequate reflection on the exhibition, with opportunities provided for input from students, mentors, teachers, and other significant participants.				
The exhibition was shared with the whole school community (e.g., governing body, parents, secondary school colleagues and students).				
The exhibition represented a celebration/rite of passage for the students involved.				
Records of teacher collaboration and reflection on the exhibition process were kept.				

## Appendix C: KAS MYP Personal Project Exhibition Rubric

Adapted from: MYP Personal project guide PP.32-34 (for use from September 2021/January 2022)

Descriptor	NS	G	Ex	Emp
<b>CRITERION A: PLANNING</b>				
<ul style="list-style-type: none"> <li>Student states a learning goal and <b>explains</b> the connection between personal interest(s) and that goal</li> <li>Student state their intended product and present multiple appropriate, <b>detailed</b> success criteria for the product</li> <li>Student presents a detailed plan for achieving the product and all its associated success criteria.</li> </ul>				
<b>CRITERION B: APPLYING SKILLS</b>				
<ul style="list-style-type: none"> <li>Student <b>explains</b> how the ATL skill(s) was/were applied to help achieve their learning goal, in conjunction with detailed examples or evidence.</li> <li>Student <b>explains</b> how the ATL skill(s) was/were applied to help achieve their product, in conjunction with detailed examples or evidence.</li> </ul>				
<b>CRITERION C: REFLECTING</b>				
<ul style="list-style-type: none"> <li>Student <b>explains</b> the impact of the project on themselves or their learning.</li> <li>Student <b>evaluates</b> the product based on the success criteria, fully supported with specific evidence or detailed examples.</li> </ul>				

## Appendix D: KAS DP TOK Exhibition Rubric

(IB Diploma Theory of Knowledge. February 2020. P.47)

Excellent 9-10	Good 7-8	Satisfactory 5-6	Basic 3-4	Rudimentary 1-2	0
<p><b>The exhibition clearly identifies three objects</b> and their specific real- world contexts. Links between each of the three objects and the selected IA prompt are clearly made and well- explained. There is a strong justification of the particular contribution that each individual object makes to the exhibition. All, or nearly all, of the points are well-supported by appropriate evidence and explicit references to the selected IA prompt.</p>	<p><b>The exhibition identifies three objects and</b> their real-world contexts. Links between each of the three objects and the selected IA prompt are explained, although this explanation may lack precision and clarity in parts. There is a justification of the contribution that each individual object makes to the exhibition. Many of the points are supported by appropriate evidence and references to the selected IA prompt.</p>	<p><b>The exhibition identifies three objects</b>, although the real-world contexts of these objects <b>may be vaguely</b> or imprecisely stated. There is some explanation of the links between the three objects and the selected IA prompt. There is some justification for the inclusion of each object in the exhibition. Some of the points are supported by evidence and references to the selected IA prompt.</p>	<p><b>The exhibition identifies three objects</b>, although the real-world contexts of the objects <b>may be implied rather than explicitly</b> stated. Basic links between the objects and the selected IA prompt are made, but the explanation of these links is unconvincing and/or unfocused. There is a superficial justification for the inclusion of each object in the exhibition. Reasons for the inclusion of the objects are offered, but these are not supported by appropriate evidence and/or lack relevance to the selected IA prompt. There may be significant repetition across the justifications of the different objects.</p>	<p><b>The exhibition presents three objects</b>, but the real-world contexts of these objects <b>are not stated</b>, or the images presented may be highly generic images of types of object rather than of specific real-world objects. Links between the objects and the selected IA prompt are made, but these are minimal, tenuous, or it is not clear what the student is trying to convey. There is very little justification offered for the inclusion of each object in the exhibition. The commentary on the objects is highly descriptive or consists only of unsupported assertions.</p>	<p><b>The exhibition does not reach</b> the standard described by the other levels or does not use one of the IA prompts provided.</p>

## Appendix E: KAS Standardization Forms

### DEPARTMENTAL STANDARDIZATION OF ASSESSMENT TASK FORM

<b>SUBJECT GROUP</b>	
<b>GRADE</b>	
<b>CLASS</b>	
<b>DATE</b>	
<b>NAME OF STANDARDIZING TEACHER</b>	
<b>NAME OF CLASS TEACHER</b>	

<b>UNIT TITLE</b>	
<b>Criteria (-on) and Strands being assessed</b>	
<b>BRIEF OUTLINE OF ASSESSMENT TASK</b>	

<b>NAME OF STUDENT</b>	<b>LEVEL (MYP)</b>	<b>LEVEL (MYP)</b>	<b>COMMENTS/ NOTES CONCERNING THE PROCESS OR THE TASK</b>
1.			
2.			
3.			

## PERSONAL PROJECT STANDARDIZATION FORM

Criteria	Advisor 1	Advisor 2	Advisor 3	Final Mark
<b>A – planning (Evidence in Report)</b> <ul style="list-style-type: none"> <li>state a learning goal for the project and explain how a personal interest led to that goal</li> <li>ii. state an intended product and develop appropriate success criteria for the product</li> <li>iii. present a clear, detailed plan for achieving the product and its associated success criteria</li> </ul>				
<b>B – Applying Skills (Evidence in Report and Journal)</b> <ul style="list-style-type: none"> <li>explain how the ATL skill(s) was/were applied to help achieve their learning goal</li> <li>ii. explain how the ATL skill(s) was/were applied to help achieve their product.</li> </ul>				
<b>C – Reflecting (Evidence in Report, Journal, and Product)</b> <ul style="list-style-type: none"> <li>explains the impact of the project on themselves or their learning</li> <li>ii. evaluate the product based on the success criteria</li> </ul>				
<b>Total Points</b>				

Student Name:

P.P. Title:

Advisor Names:

Comments:

## Appendix F: KAS DP CAS Learning Outcome Rubric

Reference: CAS Guide 2017 onwards, IBO. (PP 47-49)

DESCRIPTORS	NS	G	Ex	Emp
<ul style="list-style-type: none"> <li>is aware of own strengths and weaknesses</li> <li>is open to improvement and growth opportunities</li> <li>can propose activities according to own interests and talents</li> <li>is willing to participate in different activities</li> <li>can undertake a thoughtful self-evaluation</li> <li>can see themselves as individuals with various abilities and skills, some more developed than others.</li> </ul>				
<ul style="list-style-type: none"> <li>participates in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences</li> <li>is willing to become involved in unfamiliar environments and situations</li> <li>acquires new skills and abilities</li> <li>increases expertise in an established area</li> <li>shows newly acquired or developed skills or increased expertise in an established area.</li> </ul>				
<ul style="list-style-type: none"> <li>can articulate the CAS stages including investigation, preparation, action, reflection (ongoing) and demonstration, moving from conceiving an idea to carrying out a plan for a CAS experience or series of CAS experiences</li> <li>demonstrates knowledge and awareness by building on a previous CAS experience</li> <li>shows initiative by launching a new idea or process</li> <li>suggests creative ideas, proposals, or solutions</li> <li>integrates reflective thoughts in planning or taking initiative</li> <li>is aware of roles and responsibilities when designing an individual or collective CAS experience</li> <li>shows responsible attitude to CAS project planning</li> <li>can develop a coherent action plan considering the aim or purpose, activities and resources.</li> </ul>				
<ul style="list-style-type: none"> <li>demonstrates regular involvement and active engagement with CAS experiences and CAS project</li> <li>can foresee potential challenges to the initial plan and consider valid alternatives and contingencies</li> <li>demonstrates adaptability to uncertainties and changes</li> <li>gets involved in long-term CAS experiences and CAS project.</li> <li>shares skills and knowledge</li> </ul>				



<ul style="list-style-type: none"> <li>listens respectfully to proposals from peers</li> <li>is willing to take on different roles within a team</li> <li>shows respect for different points of view and ideas</li> <li>makes valuable contributions</li> <li>is responsible for participating in the group</li> <li>readily assists others</li> <li>can identify, demonstrate, and discuss critically the benefits and challenges of collaboration gained through CAS experiences.</li> </ul>				
<ul style="list-style-type: none"> <li>recognizes the global implications of local issues</li> <li>can identify global issues in the local or national community</li> <li>shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally, or internationally</li> <li>gets involved in CAS projects addressing global issues in a local, national, or international context</li> <li>develops awareness and responsibility towards a shared humanity.</li> </ul>				
<ul style="list-style-type: none"> <li>recognizes ethical issues</li> <li>can explain the social influences on one's ethical identity</li> <li>considers cultural context when deciding on ethical decision</li> <li>identifies what is needed to know to make an ethical decision</li> <li>articulates ethical principles and approaches to ethical decisions</li> <li>shows accountability for choices and actions</li> <li>is aware of the consequences of choices and actions regarding self, others involved and the community</li> <li>integrates the process of reflection when facing an ethical decision</li> <li>shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences.</li> </ul>				

Reference: CAS Guide 2017 onwards, IBO. (PP 47-49)

**NS = Needs Support; G = Good; Ex = Excellent; Emp = Exemplary**