



# مدرسة كامبردج

## Cambridge High School



### Assessment Policy for Cambridge High School

#### **Q. What is the school's philosophy on assessments?**

A. Assessments are conducted to develop strengths and pinpoint weaknesses in the teaching process in order to create strategies for good students to excel, weak students to do better and for both to reach their full academic potential. We strive to align our philosophy to meet the goals of the IB programs.

#### **Q. What is the purpose of assessments?**

A. The main purpose of assessing students is to improve student learning. Results are used to improve the teaching process to help students' achieve their highest academic potential and future success. Assessments are also guidelines for school and students to detect student inclinations to help them make the best choices for their future education.

#### **Q. How are the IB programmes criteria used?**

A. At the years zero – three (grades 5 – 8) orientation, the IBMYP criteria of assessment are explained in general terms. During grade 10 (pre-IB) orientation, subject-specific internal assessment criteria are explained to parents and students. DP teachers distribute and explain internal assessment criteria in year 1 (grade 11) for each subject. Internal assessments will be graded according to criteria with a report returned to Y1 (grade 11) and Y2 (grade 12) students on whether or not criteria have been met.

Middle years and diploma programme teachers are given professional and in-school assessment criteria workshops to understand subject-specific criteria, to formulate task-specific clarifications and link this knowledge to their unit plans. Latest Subject-specific guides are used by teachers as references of criteria along IB programmes years.

#### **Q. How do we assess?**

A. There are formative assessments to help in refining the learning process and summative assessments used for grading purposes. The difference between these two assessment types is explained to teachers through in-school and professional workshops. All middle years' subjects have a set of summative assessment criteria that are used by the IB to assess student work. These criteria are distributed to students, explained by teachers and used inside the classroom. Official IBDP exams set by the IB and administered at the end of year 2 (grade 12), are used to reflect on students' performance. Mock exams are set by the school and administered second semester of year 2 (grade 12).



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**Q. What tools are used for assessing?**

A. A variety of assessment tools are employed to allow all students to exhibit their abilities. In accordance with IB criteria, teachers will use a combination of tools for different subjects such as rubrics, checklists, anecdote records, paper and pencil testing, oral work, presentations, written assignments, observations, to name a few. These tools are used in formative assessments to help students achieve best in their summative assessments.

**Q. Who does the assessing?**

A. Assessed work may vary in its purpose and teachers are expected to use the full range of assessment tools. Teachers must inform students which criteria will be used to evaluate their work. Teachers must explain what is required for students to fulfill the criteria for any particular piece of work to be assessed.

In KG, homeroom teachers monitor the progress of the students and report about it to the parents on a semester basis.

In grades 1-4, students are assessed by their teachers through observation, performance of subject-specific tasks and oral and / or written examinations. Results are reported to parents periodically throughout the year.

In middle years (grades 5 – 8), subject-specific teachers assess students formatively using different assessment tools and summatively using subject-specific criteria. Achievement levels are reported to parents twice yearly.

Grades 9 – 10, are dealt with as a foundation for the IBDP. Internal assessment criteria are introduced by subject teachers and practiced. Results are reported to parents periodically throughout the year. These results are used as indicators by the school for the future course of academics. Many of grades 9 – 10 teachers are IBDP teachers who prepare students to the IBDP through formulation of test questions that resemble those of the IB.

In the DP there are internally marked assessments by subject teachers and moderated by IB examiners. Some of these assessments are language orals, mathematical explorations and science investigations. Other DP assessments are externally marked by IB examiners only. These assessments would include language written tasks, and the extended essay. When there are multiple sections of a grade, teachers will collaborate on the design, evaluation, and administration of the assessment always keeping in mind the subject IB criteria. Students are also members of the assessment team. There are times when students do peer evaluation and self-evaluation according to the IB criteria and assessment tools.



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### Q. When are assessments conducted?

Formative assessment is an ongoing process that is held in all classrooms daily and in all subject areas. Summative assessing is performed depending on the needs of each programme. In middle years, each subject-specific criterion is assessed twice a year at the minimum, to obtain a single best fit achievement level out of 8. Achievement levels of each student are recorded and used as a reflection of his / her performance.

In IBDP years (grades 11 – 12), two periods are set aside each semester for summative assessments. The beginning of each day is scheduled for this purpose. Exact dates are marked on the school agenda and school website. Formative assessments such as oral reading, board work and essays are conducted weekly to help support the student. Official external IBDP examinations are scheduled for the month of May each year. Mock exams are set by the school and conducted in January.

### Q. How are these results recorded?

A. All teachers are required to maintain a neat and labeled grade book which is issued at the beginning of the year according to MOE requirements. These are official documents and kept at school for two years. Teachers will also keep a class record book for formative assessments, including notes or observations, comments and reflections on student performance to be used at teacher/parent conferences. Grades are also registered on the school management system and the MOE (EMIS) system.

### Q. How are results reported?

A. Two semester report cards are published and distributed to students. These grades are also continuously available on the MOE (EMIS) system. Parent/teacher conferences are held once or twice each semester to discuss the progress of students both academically and personally. Exact dates are on the school agenda and website. Parents may also make appointments to meet individual teachers through the counseling office at any time of the year. Middle years' subject-specific achievement levels are reported twice a year at the end of each semester. CAS and TOK are requirements that must be fulfilled by all IBDP students to receive equalization of completion of high school by the MOE. CAS and TOK are recorded by students through Managebac and may be viewed at any time by parents through student accounts on the website. IBDP official results are made available to schools and individual students at the beginning of July through a secure website and access details are given to each student after completion of exam registration.

### Q. How are results analysed and used?

A. School assessments are analysed by subject teachers and their head of department after each assessment period. Middle years' subject-specific teachers and subject leaders analyze criteria-based achievement levels and standardize them to produce definitive



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achievement levels. IBDP teachers, coordinators, subject leaders, head of department and general school principal will meet after the issue of component grades to discuss results and how to apply this information to the improvement of the educational process. IBDP individual student results will be reviewed by the IBDP coordinator with grade boundaries and component grades to better advise students who are considering a remark or re-sit of exams. IBDP school results are released to parents at the orientation meetings at the beginning of the next year.

All summative assessments are processed within four days. All students receive copies of their exam papers for personal reflection and inside classroom instruction. A student may request a meeting with a teacher to discuss individual shortcomings along with unmet criteria.

Results of standardized, summative and formative assessments are used when helping a student select his subjects for the IBDP. Unless a problem is foreseen, all students are given a chance to undertake the IB diploma. After results of the first summative assessments are made available along with teacher recommendations, IBDP year 1 students (grade 11) are interviewed and necessary programme adjustments are made to them.

### **Q. How are students with special educational needs dealt with?**

A. As soon as students are identified as needing special arrangements for summative assessments, teachers are informed of any new procedures. Notation of special arrangements on school reports is not made. Exams may be modified or extra time may be allowed, depending on the situation and recommendation of the SEN department.

Intensive Arabic classes are available inclusive of grade 10. Future IBDP students weak in Arabic who hold a passport from an Arab country are encouraged to enroll in intensive classes since Arabic Ab Inito does not meet graduation requirements of the MOE for them.

Talented students identified through assessments are given extra attention and challenged to obtain high results in the IBDP. Scholarships are available to students who have obtained outstanding IBDP results.

### **Q. What is academic honesty?**

A. All assessments of all types must be the original work of the student. Learning how to cite the words, inspiration or ideas of others is an important part of the learning process. It is serious to claim these things are yours when they are not. To be honest in academic matters is at the core of the IB programmes. Teachers are required to submit written work to [www.turnitin.com](http://www.turnitin.com) to check the originality of the writing.

### Q. What is the grading scale used?

A. For middle years (years zero – three), the official IBMYP scale is used to translate achievement levels into grades as follows:

Grade	Boundary guidelines	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-



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		world situations.
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At the bottom of IBDP report cards is the grading scale approved by the MOE. Here is a copy:

100 – 91%	7	excellent	A
90 – 81%	6	very good	B
80 – 71%	5	good	C
70 – 61%	4	satisfactory	D
60 – 50%	3	pass	E
49 – 40%	2	fail	F
39 – 0%	1	fail	F

It must be remembered that grade boundaries for the IBDP can change from year to year and do change from subject to subject. Subject teachers will explain to students the grade boundaries and mark schemes from the previous years.

A calendar of deadlines has been developed for IBDP students to help in time management. This is given out at the beginning of each year along with copies of syllabuses, subject requirements and criteria which are published by the IB. With these tools and the support of the whole school community the students of Cambridge High School are wished all the best.

The review of this policy takes place after the issue of MOE requirements to keep the school in line with new developments. A review of policy is done the year before the required 5-year IB evaluation to keep the school in line with IB regulations.