

CULTURE 5.0

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LEARNING

3.1



Elite International School

ASSESSMENT POLICY

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- **Reviewed once a year, last review September 2024**

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IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to 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 programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Elite Vision Statement

Elite International School (EIS) aims to develop citizen leaders who are knowledgeable, open-minded and lifelong learners who will help to create a more peaceful world through the respect and understanding of moral values, own and other cultures and civil responsibility. Our future leaders will contribute nationally and globally to make a positive difference to the whole humanity.

Elite Mission Statement

Elite International School (EIS) strives to build a rich, safe and secured learning environment that inspires the best of every learner. A learning environment that provides 21st century learning strategies, and promotes respect and pride in own values, beliefs and norms. Our future generations will be lifelong learners who are equipped with skills and exhibit positive attitudes to inspire their local and global communities.

IB Learner Profile

"The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century. The attributes of the profile express the values inherent to the IB continuum of international education: these are values that should infuse all elements of our programmes], the culture and ethos of all IB World Schools. The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate, and focus the work of schools and teachers, uniting them in a common purpose." (IB, Learner Profile for IB students)

IB learners strive to be:

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

Developing the Policy

The EIS Assessment policy has been developed by the school community. It was reviewed by the PYP, MYP and DP coordinators to ensure a logical follow-up and it's been approved by the Head of school. Prior to the final stage, feedback has been sought from all stakeholders of the school community.

The *Programme standards and practices*, as well as the guides PYP/ MYP/DP: *From principles into practice*, were taken into account in developing the policy.

The coordinators have planned for meetings with parents to explain the assessment policy and the use of criteria. All policies are available on a shared drive to the school community to read.

Philosophy and Principles

Assessment Philosophy

- Assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching.
- Assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning.
- Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning.
- Fostering an assessment culture involves the development of assessment capability among all members of the learning community.
- Learning goals and success criteria are co-constructed and clearly communicated
- Both learning outcomes and the learning process are assessed.
- Assessment design is both backward and forward looking

Goals of assessment

Assessment is a practice that drives instruction and involves teachers, students and parents. Assessment measures student learning and informs stakeholders about an individual's areas of strength and areas that are in development. Information from assessment is used to identify learning targets and plan curriculum. EIS strives to develop assessment tasks that are authentic and have real-world applications wherever possible. All participants in the process have opportunities to assess collaboratively through self-assessment, peer- assessment, and teacher assessment. Learning goals and success criteria are co-constructed and clearly communicated. Teachers standardize for consistency across the school. These practices develop a shared understanding of school-based expectations and the development of learning. Authentic assessment allows students to be active participants in their learning and allows teachers to account for the learning opportunities they provide for students.

Aims of assessment

- Provide valid and reliable measurements of what students have learned.
- Reflect student growth, development and learning.
- Identify areas of strengths and areas to be further developed.
- Provide direction for future planning and instruction.
- Develop a common language for discussing and evaluating.
- Evaluate the appropriateness of the curriculum.
- Inform academic target setting.
- Empower students to be active participants in their own learning.
- Develop shared year level and school-wide expectations and set standards.
- Create shared academic understanding in departments.
- Provide structured, focused and relevant feedback to students and parents.
- Provide information to school management to inform budgets, resources, curriculum development, appraisal and professional development.

Assessment Practices

1. **Pre-assessment** – All teachers will assess student's prior knowledge and experience before embarking on new learning experiences.
2. **Formative assessment (Assessment for learning)** – On-going and regular assessment will be used during the teaching and learning process to inform teachers and students about how the learning is developing. Formative assessment and teaching are directly linked. A variety of methods will be used. Teachers are expected to keep records of their formative assessments.
3. **Summative assessment (Assessment of learning)** – Summative assessment happens at the end of the teaching and learning process. The assessment is designed so that students can show their understanding of concepts, knowledge and skills in authentic contexts.
4. **Reflection (Assessment as learning)** – Verbal and written reflections are the most common ways students can reflect. Whichever way reflection will take place, it is expected that this process will formally be engaged after each task. Its goal is to support students in learning how to become self-regulated lifelong learner.

Internal Moderation Process at the School (PYP, MYP, DP)

The school implements a structured internal moderation process to ensure consistency, fairness, and alignment with IB assessment standards across the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP). Each programme follows moderation procedures tailored to its specific assessment framework while maintaining a common commitment to quality assurance.

Primary Years Programme (PYP)

- **Purpose:** To ensure consistency and alignment in student assessments, particularly in the exhibition and Units of Inquiry.
- **Process:**
 - Grade-level teams collaboratively plan assessments using agreed-upon criteria.
 - Samples of student work are shared within the grade level and across grade levels for discussion and comparison.
 - Teachers engage in reflective dialogue on expectations, achievement levels, and student progress.
 - Portfolios are reviewed to ensure they reflect a range of transdisciplinary learning and are consistently assessed across classrooms.

Middle Years Programme (MYP)

- **Purpose:** To ensure reliability and standardization of assessment against MYP subject criteria.
- **Process:**
 - Teachers collaboratively assess common tasks using MYP assessment criteria.
 - Selected student samples (covering a range of achievement levels) are double-marked or cross-marked by colleagues.
 - Discrepancies in grading are discussed and resolved through professional dialogue.
 - Moderation sessions are documented, and grade boundaries are adjusted if needed.
 - Subject Supervisors or MYP Coordinator oversee the process and ensure that subject criteria are applied consistently.

Diploma Programme (DP)

- **Purpose:** To ensure internal assessments (IAs) are marked in accordance with IB standards and are ready for external moderation.
- **Process:**
 - Teachers grade IAs using IB markschemes and guidance documents.
 - Internal moderation is carried out by a second marker within the subject team.
 - The two markers discuss any significant discrepancies and reach a consensus.
 - The DP coordinator reviews moderation records and verifies the accuracy of final marks before submission to the IB.
 - Documentation of the moderation process is maintained as part of the school's quality assurance procedures.

- **Internal standardization** – In the cases where more than one teacher are teaching the same subject group in a given year level, instances of internal standardization will take place to ensure a common understanding of criteria and application of levels of achievement.

Assessment in the Primary Years Programme

What are the Characteristics of Effective Assessments at EIS

- Allow children to synthesize and apply their learning in meaningful ways, moving beyond mere recall of facts to real-world understanding.
- Have clear criteria that are shared in advance, promoting transparency and fairness across diverse learners.
- Encourage student reflection and self-adjustment, empowering learners to take ownership of their growth in a culturally responsive environment.
- Focus on individual student progress rather than comparing performance to others, recognizing each learner's unique journey.
- Highlight students' strengths and provide opportunities to demonstrate mastery and expertise, honoring varied talents and backgrounds.
- Allow children to express different points of view and interpretations, fostering respect for multiple perspectives and critical dialogue.
- Provide constructive feedback at every stage to guide and support future learning, nurturing a growth mindset across all cultures.
- Are tailored to student needs, interests, and learning styles, ensuring assessments are student-driven and inclusive.
- Are differentiated to accommodate the diverse educational needs of individuals, supporting equity and access.
- Involve collaboration between students and teachers in developing and evaluating assessments, building a community of learners who value intercultural communication.
- Produce clear evidence of student growth that can be effectively communicated to students, parents, teachers, administrators, and board members, promoting transparency and shared responsibility.
- Identify what is worth knowing within a global context, encouraging learners to connect knowledge with broader international issues.
- Support making connections to the real world, increasing student engagement and relevance across cultures.
- Use a wide range of assessment tools and strategies to capture diverse learning styles and competencies, reflecting the multilingual and multicultural nature of the school community.

What do we assess?

“The significant content identified by the school supports the outcome of students becoming internationally minded. Once this content is identified, teachers plan multiple opportunities for their students to develop knowledge, conceptual understandings and skills to support self-regulatory learning.” (*Learning and Teaching 2020*)

What we assess in EIS

➤ Modeling the IB learner profile attributes

Guided by the IB mission statement and aligned with EIS’s own mission and vision, we strive to nurture generations of learners who embody a broad range of human capacities and responsibilities that extend beyond academic achievement. This commitment reflects our dedication to **international-mindedness**—encouraging all members of our school community to develop deep respect for themselves, for others from diverse backgrounds, and for the global environment. By modeling the IB learner profile attributes, we foster open-minded, caring, and reflective individuals who are prepared to contribute positively to an interconnected and diverse world.

➤ Inquiry

EIS recognizes the importance of monitoring and documenting the entire inquiry process as a vital part of fostering **international-mindedness**. Through careful observation, teachers assess students’ abilities to make meaningful connections across subjects and apply skills that lead to the construction of new knowledge within a global context. The inquiry process encourages students to deepen their conceptual understandings while developing essential approaches to learning and subject knowledge. This empowers them to collaborate effectively with peers from diverse backgrounds and to work independently, preparing them to become thoughtful, self-directed learners who can navigate and contribute positively to an interconnected and multicultural world.

➤ Conceptual understanding and Approaches to learning

At EIS, conceptual understanding and the development of approaches to learning are central to nurturing **international-mindedness**. Concepts are explored, applied, and transferred across a variety of learning experiences that reflect diverse perspectives and global contexts. Both concepts and skills are carefully monitored, measured, and documented as they develop over time, recognizing that learners acquire them at different stages and in unique ways. This ongoing process supports students in becoming adaptable thinkers who can connect ideas meaningfully and apply their learning in ways that promote intercultural awareness and responsible action in an interconnected world.

Holistic grading on the learning journey will be on the overall performance and progress including assessments and assignments fulfillment.

Accordingly grading in report cards will be based on the following:

70%	On achieving learning goals and implementing the IB elements including modeling the IB learner profile, using approaches to learning, developing conceptual understanding and being able to take actions addressing local and global issues.
20%	On classwork assignments submission on time and meeting the required criterion.
10%	On homework assignments submission on time and meeting the required criterion.

How to assess?

PYP assessment has four dimensions which show how we assess: monitoring, documenting, measuring and reporting on learning. Each of these aspects has its own function in our school, but all aim to provide evidence to inform learning and teaching.

How to assess in EIS

❖ Monitoring learning

In monitoring learning, we aim to check the progress of learning by using learning goals and success criteria. It's an on-going process that occurs through a variety of strategies, like; observation, questioning, reflection, discussing learning with peers and teachers, and constructive feedback to feed forward for next steps in learning.

The Strategies used to Monitor learning in EIS:

Open-Ended tasks: Students are presented with a challenge and asked to provide an original response. The response could be a brief written answer, a drawing, a diagram or a solution.

Performance Assessments: The assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems. In these tasks, there are numerous approaches to the problem and rarely only one correct response.

Observations: All students are observed regularly with a focus on the individual, the group, and/or the whole class. Observations are used to monitor students' knowledge, conceptual understandings and skills.

Self-assessment: All assessment items set should aim to enable students to reflect upon their own learning. It is imperative that a teacher is effectively involved in the self-assessment process to ensure students develop their skills and weaknesses accurately and effectively.

Peer assessment: Students learn to assess the work of others so as to assess their own work more effectively over time. This can only be made effective through the strong guidance of the teachers throughout the process. Students are able to develop their skills

The Tools used to Monitor learning in EIS:

Anecdotal records- Anecdotal records are brief, written notes based on observations of children. These records are systematically compiled and organized.

Oral feedback – Talking and listening to students is an essential ingredient in effective teaching practices. When used effectively it can guide students in making their self-assessment more meaningful and once completed can be utilized to evaluate completed work and set appropriate targets for the future.

Written feedback – When work is marked by a teacher, the student should have a clear understanding of what they have done well and areas that need to be improved upon. These regular and precise comments should be more effective for the student than marks or grades that have been obtained.

Peer feedback – Students refer back to the success criteria to provide feedback on the learning of their peers.

Feedback to feed forward – After giving the students clear feedback, they are expected to work on the areas that needs improvement and show their progress. They could also refer back to the assessment rubrics to self-adjust and monitor their own learning.

Questioning –Using open-ended questions to give learners the opportunity to think and inquire. We use three different types of questioning; Factual, Debatable and Conceptual.

❖ Documenting Learning

The documentation of learning is the process providing evidence of learning. Documentation is both physical (school boards, hardcover portfolios), and digital, and can display and record in a variety of media forms; sheets, messages, files, videos, audio etc. Documentation of learning is shared with the parents, grade teachers and PYP leadership members to make learning visible and apparent. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria.

Documentation tools in portfolios include; exemplars, checklists, rubrics, anecdotal records, Unit reports and alike.

The Strategies used to Document learning in EIS:

Selected responses: Common examples are tests, quizzes and written outcomes.

The Tools used to Document learning in EIS:

Portfolios - An ongoing, purposeful collection is composed of selected student work and is designed to demonstrate growth, creativity, and reflection.

Student Journals – Journals are used regularly by learners to document their reflection on learning; by reflecting on their understandings and setting goals for areas that need improvement and reflecting on the IB learner Profile Attributes and approaches to learning.

Checklists - These are lists of information, data, attributes, or elements that should be present.

Rubrics - Rubrics are established sets of criteria used for scoring or rating children's tests, portfolios, or performances. The descriptors tell the child and the assessor what characteristics or signs to look for in the work and then how to rate that work on a predetermined scale. Rubrics can be developed by children as well as by teachers

Benchmarks/exemplars - These are samples of children's work that serve as concrete standards against which other samples are judged. Benchmarks/exemplars can be used in conjunction with rubrics or continuums. Benchmarks should be appropriate and useable within a particular school context.

Continuum - These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a child is in a process.

❖ Measuring learning

It is important to measure the learning aims and capture what the student has learned during and at the end of each unit. Not all learning can be, or needs to be, measured.

The Strategies used to Document learning in EIS:

Selected responses: Common examples are tests, quizzes and written outcomes.

External examination: As part of our commitment to adhere to the local and legal requirements set by the Ministry of Education (MOE), From **PYP 4 to PYP 8**, students follow the MOE curriculum for **Arabic and Religion**. Additionally, students in **PYP 7 and PYP 8** study **Arabic Social Studies** as part of their programme. Assessments in **Arabic, Religion, and Arabic Social Studies** are conducted monthly, along with a mid-year exam and an end-of-year exam to monitor and support student progress.

The Ministry of Education does not specify a mandatory number of instructional hours for teaching Arabic, Religion, or Arabic Social Studies. This allows EIS the flexibility to design and implement its language and cultural curriculum in a way that best meets the needs of our diverse student body while ensuring compliance with the Ministry's overall educational standards and guidelines. This approach enables us to balance these subjects thoughtfully alongside the demands of the IB programmes and the development of multilingual and internationally minded learners.

Internal examination: Learners are also assessed by the end of every unit by the subject supervisors in reference to international curriculums.

The Tools used to Document learning in EIS:

Checklists - These are lists of information, data, attributes, or elements that should be present.

Rubrics - Rubrics are established sets of criteria used for scoring or rating children's tests, portfolios, or performances. The descriptors tell the child and the assessor what characteristics or signs to look for in the work and then how to rate that work on a predetermined scale. Rubrics can be developed by children as well as by teachers

Benchmarks/exemplars - These are samples of children's work that serve as concrete standards against which other samples are judged. Benchmarks/exemplars can be used in conjunction with rubrics or continuums. Benchmarks should be appropriate and useable within a particular school context.

Analyzing learning

The PYP in EIS supports collaborative analysis of data undertaken for individual learners, student cohorts and across the school to identify patterns and trends in student learning. The outcome of this analysis is recorded by the end of each unit which informs and guides decisions about learning and teaching.

❖ Reporting learning

Reporting on learning informs the learning community and reflects the question “How well are we doing?” Both parents and students are informed by how far have they achieved and the goals they need to work on.

The Tools used to Report learning in EIS:

Report Cards – It is sent to parents twice a year to report students’ progress.

Parent-Teacher conferences – It happens twice a year to discuss the student report and give feedback on their learning development.

Parent/Teacher/Student conference– It occurs once a year between teacher, parent and student

Student-Led conference – It happens once a year between the student and parent to show them his/her portfolio and to reflect on teaching and learning.

Exhibition – The purpose of the Exhibition is the culminating experience for the IB Primary Years Program. It requires students to synthesize their prior knowledge and to apply it in a self-directed manner. The PYP8 Exhibition is undertaken by students in their final year of the PYP. The Exhibition represents a significant event in the life of our school, encapsulating the essence of the PYP and encouraging younger students to look forward to their final year of the programme and their future participation in the community at large.

Mini- Exhibition – A learning outcome event is designed by both students and teachers at the end of one of the units which is chosen by them. This event is to demonstrate their understandings throughout this unit. Parents are invited to attend learning experiences, to monitor their children's progress and be more involved in the learning process.

Role of Students in assessment

- Encouraged to comment on the work they have produced prior submitting it or conferencing with a teacher.
- Given time to act on the feedback they are given to adjust their learning and identify where and when to make improvements.
- In the initial stages, students are encouraged to be involved in target setting so they have the opportunity to take ownership of their own learning.
- Have the opportunity to record their target(s) and where they feel they are in relation to that.
- Partnering with teachers to design their learning goals and success criteria
- Being able to self-assess and discuss their progress towards achieving learning goals
- Selecting evidence, such as samples of their learning, that best demonstrate the intended learning goals
- Developing the metacognitive skills to reflect on their learning and to plan next steps

Role of Teachers in assessment

- Clearly identify what is required in each piece of work and provide students with assessment rubrics which include details of learning goals, success criteria and task-specific clarification
- Provide adequate time for students to complete assessment tasks
- Provide adequate access to necessary materials to complete assessment tasks
- Assess work carefully and appropriately and return to the student promptly
- Maintain detailed assessment records and use these to provide valid student achievement information for students and parents, both ongoing and at time of formal reporting;
- Use the collection of assessment data to inform each stage of the teaching and learning process;
- Develop parent understanding of the purpose and practice of student assessment.
- Design guided and open-ended learning experiences that allow for a range of opportunities to demonstrate skills in different contexts
- Challenge students to take risks to extend their learning
- Support students in viewing mistakes as learning opportunities
- Provide well-considered feedback that students can act upon

Role of Parents

- Supporting students in completing their school work, but not to such an extent that it is no longer authentically the student's own work
- Engaging in opportunities to be involved in, support and celebrate student learning;
- Providing the student with the adequate time, physical space and necessary equipment (such as a computer) to complete homework
- Attending meetings with the subject teacher/programme coordinator in order to discuss strategies to improve learning and raise student achievement
- Monitoring student progress by attending the conferences
- Alert the teacher if a student is experiencing any difficulties with the completion of homework assignments
- Develop healthy eating habits and routines for adequate sleep
- Ensuring the student meets the school's attendance requirements.

Linking the Assessment Policy to other Documents

The EIS Assessment policy is totally aligned with:

- The IB and EIS mission statement
- The IB's principles into practice
- The Academic integrity policy
- The Admission policy
- The SEN/Inclusion policy
- The Language policy

Ministry of Education (MOE) National Assessments

As part of our commitment to adhere to the local and legal requirements set by the Ministry of Education (MOE), From **PYP 4 to PYP 8**, students follow the MOE curriculum for **Arabic and Religion**. Additionally, students in **PYP 7 and PYP 8** study **Arabic Social Studies** as part of their programme. Assessments in **Arabic, Religion, and Arabic Social Studies** are conducted monthly, along with a mid-year exam and an end-of-year exam to monitor and support student progress. In **MYP**, from **MYP 1 to MYP 5** we follow the MOE curriculum and we conduct monthly assessments, Mid of year assessment and End of year assessment.

The Ministry of Education does not specify a mandatory number of instructional hours for teaching Arabic, Religion, or Arabic Social Studies. This allows EIS the flexibility to design and implement its language and cultural curriculum in a way that best meets the needs of our diverse student body while ensuring compliance with the Ministry's overall educational standards and guidelines. This approach enables us to balance these subjects thoughtfully alongside the demands of the IB programmes and the development of multilingual and internationally minded learners.

Grading Levels in the Primary Years Programme

Strands Grading Key	
Beginning (B)	Initial introductory experience
Developing (D)	Teacher guided or supported personal application
Applying (A)	Independent selection and application of skills or understanding in real or relevant context
Exceeding (E)	Above grade level expectations

Grading Levels in the PYP regarding Approaches to Learning

Strands Grading Key	
Expert (E)	The learner's progress against the ATL is exceeding expectations.
Practitioner (P)	The learner's progress against the ATL is meeting expectations.
Learner (L)	The learner's progress against the ATL is approaching expectations.
Novice (N)	The learner's progress against the ATL is below expectations.

Assessment in the Middle Years Programme

Authentic assessment tasks in the MYP are generated by teachers and, where appropriate, students. Objectives for each subject group are identified by the MYP subject group guides and are aligned with the assessment criteria. Assessments are measured by criterion-related rubrics that are also found in the MYP subject group guides; these are modified with task-specific clarifications where appropriate. The rubrics describe eight levels of competency against the objectives. Judgments are made by consulting the levels of achievement and assigning the level that best describes the quality of work submitted.

Assessment in the MYP is on-going, using both formative assessments (which inform teaching and learning) and summative (which measure the amount of learning that has taken place). The school expects level descriptors for summative tasks to be distributed at least one week in advance of student deadlines. Teachers are expected to return student work with feedback within one week of receipt. After a series of judgments are made, the rubrics, along with formative assessment data and summative assessment data are used to make a final judgment using the “best-fit” approach (see pages 78 and 83 of *MYP: From principles into practice*, 2014).

Recording levels of achievement

Teachers will maintain records for all formative and summative levels of achievements awarded. It will be kept securely and backed up on the school server. The Head of school and the MYP coordinator will have access to all teachers’ records.

Grading and Feedback

Assessment criteria: All assessment tasks use the assessment criteria. These criteria contain descriptors used to assess a student’s performance in a task. The descriptors are hierarchical and are associated with a numerical grade. Assessment criteria:

- support learning by providing clear guidance
- provide transparency to the process for students, their families and teachers
- provide clear, measurable evidence of learning
- link generic descriptors and their command terms, e.g. *analyse*, *evaluate*, *describe* etc., to task-specific clarifications.

There is great value in teachers and students co-constructing task-specific clarifications. As an exercise this empowers students by familiarizing them with the expectations of the task, teaches them how to read the expectations of the task, set goals and plan according to task requirements, and demystifies the workings of assessment criteria.

The use of assessment criteria should not be used exclusively with summative assessment tasks. There is much value in using criteria in formative assessment, encouraging students to see assessment as part of the process of continuous, ongoing learning, as well as helping students not to associate criteria exclusively with high-stakes summative assessment.

It is expected that each criterion will be frequently assessed, at least two (2) times, and strongly recommended: three (3) times during a school year.

Modified Criteria (MYP Years 1-4)

Assessment tasks in the MYP may be modified by teachers for SEN students in MYP Years 1-4. For further information, please see Appendix 6: *A Guide to Accommodations, Adaptations And Modifications in the MYP*.

Deciding on a Grade

When using assessment criteria, the “best-fit” approach should be used. The following guidance is taken from the MYP: From principles into practice guide:

“When applying the assessment criteria to student performance, the teacher should determine whether the first descriptor describes the performance. If the student work exceeds the expectations of the first descriptor, the teacher should determine whether it is described by the second descriptor. This should continue until the teacher arrives at a descriptor that does not describe the student work; the work will then be described by the previous descriptor. In certain cases, it may appear that the student has not fulfilled all of the descriptors in a lower band but has fulfilled some in a higher band. In those cases, teachers must use their professional judgment in determining the descriptor that best fits the student’s performance” (FPIP, 2014, p. 83).

The final grade is based on the total of the four criteria along the following grade boundaries:

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. 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-world situations.

(Source: MYP: *From principles into practice*, 2014, page 93)

Formative/ Summative assessment tools and strategies

The following is a list of some assessment tools and strategies which teacher and students may choose from to assist in demonstrating student learning and development:

Strategies

Observations

Performance assessments

Process-focused assessments

Selected responses

Open-ended tasks

Tools

Rubrics

Exemplars

Checklists

Anecdotal records

Continuums

Any assessment task that can make valid and reliable judgments on student learning can and will be used. Such assessment tasks include, but are not limited to:

- Formal essays
- Photo essays
- Academic investigations
- Scientific experiments
- Presentations
- Projects
- Website development
- Speeches
- Performances
- Problem-solving
- Design
- Planning
- Organization
- Debates
- Journals
- Competitions
- Proposals

Assessment should be ongoing and should make use of a variety of tools, including but not limited to:

- Multiple-choice tests
- Written examinations
- Essays and Timed essays
- Verbal responses
- Presentations
- Project-style work including individual and group work projects
- Posters
- Experimental investigations
- Directed laboratory work
- Class discussions and debates
- Group-work participation
- Compositions
- Performances
- Peer assessment
- Self-assessment
- The creation of solutions to problems
- The creation of short films
- The creation of podcasts
- Reflective writing

A range and balance of assessment activities is expected, as no one style of assessment will properly cover all the objectives of a subject or appeal to the preferred learning styles of all students.

Passing requirements for MYP levels:

In order to pass from the level, which the student is enrolled, to a superior level, the requirements below are applicable for each subject:

Passing conditions for MYP 1-3:

- a- A minimum of 3/7 in the final grade for each subject.
- b- A minimum of 32/63 total for all subjects (Arabic + 8 subject groups) x 7=63).
- c- Fulfilling the requirements for Action and Service and the Interdisciplinary Project.
- d- Involvement in at least one interdisciplinary project per level/per year.

Passing conditions for MYP 4:

In year 4, students have the option to take courses from six of the eight subject groups within certain limits, to provide greater flexibility in meeting local requirements and individual student learning needs.

- a- A minimum of 3/7 in the final grade for each subject.
- b- A minimum of 25/49 total for all subjects (7 subjects x 7= 49).
- c- Fulfilling the action and service requirements.
- d- Involvement in at least one interdisciplinary project

Passing conditions for MYP 5:

In total accordance with the rules and regulations for MYP 5: *Gradings and Awards*

<https://www.ibo.org/programmes/middle-years-programme/assessment-and-exams/grading-and-awards/>

For all levels: Consequences for not meeting the minimum requirements (end of year)

Students who achieved less than 3/7 in the final grade for: Language and literature (Arabic, English), Mathematics, Science and Language Acquisition	September re-examinations
Students who did not get a minimum of 32/63 (MYP 1-3), 25/49 (MYP 4) total for all subjects	September re- examinations (subjects to be selected by the school)
Students who received a grade below the minimum grade required for more than 3 core subjects: Language and literature (Arabic, English), Mathematics, Sciences, Language Acquisition	•Repeat the year

Semester reports

There are two reporting periods (semesters) in the year. Each semester is independent - the achievement grades at the end of that semester are based on assessment tasks during that semester only. Grades do not “carry over” into the next semester.

In addition to these semester reports, student achievement on individual MYP units of work will also be formally reported on. These reports will include a student’s levels of achievement against assessment MYP criteria, the student’s reflections on their work as well as evidence of student learning.

Types of Assessments

External Assessments:

EIS started to offer e-Assessment as an external tool, we started by English Language and Literature and we plan to extend to more subjects.

MYP Special circumstances

Absences

If a student is absent on the day of an in-class assessment they will do the assessment as soon as possible after their return. If the student is absent on the day of a hand-in task, the student will submit their task on the day of their return.

- It is the responsibility of the student who has been absent to find out what work has been missed, including assessment tasks.
- Parents and students with prior knowledge of absence must notify the school in writing and the student must consult with their subject teachers in order to discuss and put into place alternative arrangements for task completion.
- Students are expected to attend school during school time. Parents who wish to take their children out of school for any reason must inform the school. It is the responsibility of the student to complete the work missed, including assessment tasks.

Late Submission / Non-submission of Assessment Tasks

If a student fails to submit an assessment task by the agreed deadline, the subject teacher will send parents an email informing them of the missed deadline and informing them of the expectation that the work is to be submitted by a new deadline.

If the task is not submitted by the new deadline, the subject teacher will inform the parents.

He/she will provide a time for the student to complete the task, at lunchtime, before school, after school or during a scheduled lesson. The work produced by the student during that time will be taken in and assessed according to the criteria.

If, by the end of the reporting period, the student has still not submitted a particular piece of work, a grade of “non-applicable” (N/A) should be recorded for that task, as there is no evidence on which to make a judgment of achievement.

Note that the achievement level of “zero” (0) should only be awarded when a student has submitted a piece of work but it does not meet even the lowest level of achievement in the assessment criterion.

The coordinators will deal with persistent late submission or non- submission of assessment tasks. Further action could also be taken.

Assessment in the Diploma Programme

EIS ensures all three programmes assess in a way that is in line with our philosophy of assessment outlined above. In the IB Diploma programme, students’ assessed work may vary in its purpose and teachers are expected to use the full range of assessment activities. Teachers will inform students which criteria will be used to evaluate their work, both for internal assessment (IA) and external examination (EA). The weight of each assessment criteria and the assessment components of each subject will be reported in the EIS DP assessment booklet. It is expected that students will be completely aware of what is required in order to fulfill the criteria for any particular piece of assessed work. Internal and external assessments will be used in the IB Diploma Programme. Internal assessment is undertaken by school teachers and moderated by the IB examiners while external assessments involve teachers and/or coordinators sending candidate work to IB examiners for final assessment.

DP Mock exam is held at the end of DP 2 before the final IB DP exams, and the IB question bank is provided for summative and formative assessments design.

DP Teachers and students standardize their assessment marks by reviewing samples of IB mark schemes for each subject. The teacher support material on PRC is used to review samples of student assessed work.

Grades awarded for criteria-referenced tasks are converted into final 7(high)- 1(low) reported grades by measuring students’ performance against moderated grade boundaries, based on boundaries published by the IB titled as “Grade descriptors”.

DP IB results are also used for self-reflection and evaluation of teachers teaching and assessment strategies in both IA and predicted grades.

Assessment at EIS is implemented as an evaluation tool to identify what students have learned. It has two main *goals*:

- To help students reflect on their progress
- To help teachers evaluate to what extent the educational objectives are met by the program both in terms of curriculum and instruction

At EIS we see assessment as a collaborative effort. Students, teachers and parents contribute to this procedure. Assessment is used to inform planning, teaching and learning in order to help students develop their skills and capabilities.

Assessment is guided by the following **principles**:

- Assessment accounts for diversity in learning styles
- Different assessment methods should be used
- Assessment methodologies should be applied in conjunction with the specific criteria of each subject
- Students must understand assessment criteria

Recording and Reporting in the DP

Assessment data should provide evidence of developing the attributes of the IB learner profile. The assessment process at EIS involves the active participation of students, teachers and parents. They work together to keep each other informed about student progress. The student is at the center of the process and is actively involved in and takes appropriate responsibility for his/her own assessment. Teachers, students and parents support each other in the on-going assessment process.

During collaborative meeting times, it is expected that the coordinators and the teachers will meet and discuss the students' achievements. Those discussions will be used to inform learning and teaching programmes, and analyze student performance.

Assessment in the diploma program (DP) is recorded in the following ways:

- Each student has a digital account in which each subject and all its evidence of formative and summative assessment such as homework records, lab reports, quizzes, projects etc. are recorded.
- Each teacher will have a digital account in which all data about the teachers teaching report, student attendance and behavior as well as student's achievement grades and assessment details and the teacher's comments will be recorded.
- Assessment in the diploma program will be reported in the following ways:
 - Parents will have access to all assessment reports on the school portal
 - Biannual official school report cards
 - Student report their CAS activities on the digital account

Reporting System and Examination Sessions

Year 1

DP 1 is divided into two terms. Students sit for examinations in each term and receive a student Report at the end of each term. If a student fails to meet the DP minimum passing requirements 24/42, the student will be recommended to transfer to a less rigorous pathway.

Year 2

Before the beginning of each Academic Year, in mid- August, the DP 2 students have the opportunity to improve their academic performance by sitting in retake exams.

DP 2 students sit Fall Term examinations (Pre-mock) and then Mock examinations in March. For the Mock examinations teachers use past IB DP examination papers and grade using the scale 1 to 7 (lowest to highest) as well as the boundaries published by the IBO. In Year 2, students receive a Fall Term student report only.

For both years, the written examinations are modeled on the format and material of the formal DP examinations.

Promotion to the second year of the IB DP

Students advance to DP Year 2 upon meeting the following criteria:

- Submit work assigned in all subjects according to the **EIS DP Calendar**
- Achieve a Summer Term total score of 24 and above
- Satisfactory participation in the CAS programme
- Number of absences allowed: in accordance with the Ministry of Education

Summative and Formative Assessment:

Aligned with both current research into best practices and IB's own guidelines, teachers use a range of formative and summative tasks. Formative assessments allow teachers to monitor student progress towards meeting standards, especially in the case of the IB. Students receive meaningful, detailed, and timely feedback that supports improvement. Teachers use data from such assessments to modify instruction to promote learning. Formative assessments serve as the foundation for learning and prepares students for the "higher-stakes" nature of summative assessments, which measure achievement at the end of a course or unit. Although grades entered by teachers into report cards may include both formative and summative tasks, final semester grades value the most accurate reflection of student achievement rather than simply averaging of grades over time.

Formative Assessment:

- It is all information taken by teachers during their lessons that informs them of students' learning and serves as feedback to enhance achievement and progress.
- It demonstrates the knowledge application, skills and conceptual understanding required at a certain stage of the subject study.
- It can be presented in different formats, e.g., presentations, essays, oral and written forms, etc.
- Formative grades provide a result of formative works evaluation.
- Formative works are assessed according to the criteria developed in Curriculum Areas and in the case of the IB for each such subject.
- Formative assessment allows teachers to monitor students' progress towards meeting standards in the IB, and other external and internal assessments.
- Formative Assessment gives feedback to students as they are learning. It allows students and teachers to identify students' strengths and weaknesses.
- The number of formative works is defined by the teacher and/or Curriculum areas led by Curriculum leaders and depends on the learning situation.
- Formative assessment shows students how they can improve via appropriate oral and/or written feedback.

Summative Assessment:

- Judges the level of student understanding at the end of learning, i.e., is created to define the level of formation of knowledge and learning skills at the end of a unit of work.
- Will require students to apply their learning to a new context.
- Is mostly criterion-related. This type of assessment "judges students' work in relation to identified levels of attainment, rather than in relation to the work of other students."
- DP 1 and DP 2, often model the formal assessment officially set by IB. DP official Internal and External Assessments are undertaken by all Diploma Programme teachers according to the *IBDP Handbook of Procedures*.
- Some assessments in IB Diploma are external, such as the official IB exams and are graded externally by IB examiners. Other assessments are internal, graded by the class teacher and sent to IB examiners for moderation.
- Grades for the summative works are the basis for determining the final grades for the course for each period as well as the academic year as a whole.
- Takes place at the end of each reporting period: at the end of each semester, each year and at the end of training course (usually equal to two years).
- Uses a variety of assessment methods such as tests, examinations, creative projects, essays, research and practice work, presentations, etc.
- Schedule of summative assessments for each subject is agreed by both the teacher and the IBDP Coordinator.
- Students are provided with the all information about the quantity, date and duration of the summative works for the period.

- In case of sub-standard grades for summative work, the student re-takes the test. The form and timing are defined by the teacher.
- In case of absence of a student with an appropriate excuse, missed works should be handed in within two weeks after the student is back to school. Deadline may be extended by the IBDP Coordinator in case of necessity. In case of violation of the Academic Honesty Policy in the performance of an assessment task, the latter is not assessed.

Activities for formative assessment, depending on the subject, should include:

Presentations

- Debates
- Written assignments
- Practical work
- Exhibitions
- Examinations
- Tests

Summative assessment mainly measures student achievement according to specific criteria which students know beforehand. It is organized in a way to help students and teachers measure their performance and prepare for the formal IBDP examinations.

CONVERSION TABLE ACCORDING TO MINISTRY OF EGYPT

Score	/ Equivalent Percentage	/Score	/ Equivalent Percentage
45	99.95%	34	94.45%
44	99.90%	33	93.15%
43	99.80%	32	91.80%
42	99.70%	31	90.25%
41	99.45%	30	88.55%
40	99.15%	29	86.65%
39	98.70%	28	84.70%
38	98.15%	27	82.55%
37	97.40%	26	80.40%
36	96.55%	25	78.10%
35	95.55%	24	75.70%

GRADES FOR EXTENDED ESSAY AND THEORY OF KNOWLEDGE

	GRADE A	GRADE B	GRADE C	GRADE D	GRADE E	NO GRADE N
GRADE A	3	3	2	2	Failing condition	Failing condition
GRADE B	3	2	2	1	Failing condition	Failing condition
GRADE C	2	2	1	0	Failing condition	Failing condition
GRADE D	2	1	0	0	Failing condition	Failing condition
GRADE E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
NO GRADE N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

In order to be awarded the IB Diploma certificate, students must meet the requirements as outlined in the "General Regulations: Diploma Programme" guide. (ibo.org)

External and Internal Assessment

Internal and external assessment is a feature of the IB Diploma Programme. Internal Assessment is undertaken by all IBDP Teachers; external assessment involves the IB Coordinator sending candidate work to IB Examiner for assessment. Internal assessment is an integral part of the course and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations.

External assessment

Examinations form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability.

They include:

- essays
- structured problems
- short-response questions
- data-response questions
- text-response questions
- case-study questions
- Multiple-choice questions – though these are rarely used.

Internal assessment

Teacher assessment is also used for most courses. This includes:

- oral work in languages
- fieldwork in geography
- laboratory work in the sciences
- investigations in mathematics
- artistic performances.

(Assessment and Exams, <https://www.ibo.org/programmes/diploma-programme/assessment-and-exams/>)

Assessment Procedures in the IBDP

Diploma Programme Year 1 (DP1)

In DP1, students undergo a structured assessment process designed to support their academic growth and readiness for final evaluations. The assessment structure consists of:

- 3 Trimesters (Summative) assessments which serve as a culmination of the learning process.
- Quizzes
- Homework and classwork

Accordingly grading in report cards will be based on the following:

60%	Trimester Summative Assessments
25%	Quizzes
10%	Homework, including EE, IAs and TOK Exhibition submissions
5%	Classwork

Diploma Programme Year 2 (DP2)

In DP 2, the assessment structure is designed to simulate final IB examinations and prepare students effectively. The key assessment components that are included in the students' **Predicted Grads** are:

- **Back-to-School Exam:** Conducted at the beginning of the academic year to review and assess retention of DP1 content.
- **Pre-Mock Exam:** Administered before the formal Mock Exams to provide additional preparation.
- **Mock Exam:** A full simulation of IB final exams to evaluate students' readiness and identify areas for improvement.

These assessments play a crucial role in ensuring that students are well-prepared for their final IB examinations. The grading criteria and weightage for DP 2 assessments will align with IB standards and internal school policies.

Guidelines for assessment practice IBDP:

- All assessment is criterion-related; however, the DP uses distinct schemes and subject specific criteria.
- The report card / transcript levels of the DP are out of 7, with grade boundaries set in both percentages and numeric to accommodate IB grade boundaries but also our grading software, Magister. The grade boundaries are evaluated on an annual basis to reflect changes to the IB grade awards and our own criteria based on results.
- All internal assessment should be designed to be formative in nature for the student and summative where appropriate.
- IB Diploma teachers should scaffold assessment tasks throughout the programme or adapt examination (end-of-course) criteria, so that students in the first year of study have access to the full range of assessment grades.
- For the Diploma, assessed work may vary in its purpose and teachers are expected to use the full range of assessment activities. Teachers must inform students which criteria will be used to evaluate their work, both for internal assessment (IA) and external examination. Teachers must explain what is required for students to fulfill the criteria for any particular piece of assessed work.
- Feedback to students should be prompt, specific and supportive.
- Grading is undertaken positively and consistently in relation to clear subject criteria. Teachers look for evidence of what students know and understand. Teachers always reward alternative but equally valid answers that contain coherent ideas which are relevant to the question.
- When using criterion-related assessment, student answers are placed where the majority of descriptors correspond to the student's work. If the descriptors include many strands of an objective and student performance is at a high level on most of the strands but not all them, teachers adopt a "best-fit" model.
- If a teacher suspects that a student is guilty of malpractice, he/she should not be awarded a level of achievement and refer to the school's Academic Integrity Policy for further guidance. In line with the IB's policy and practice, the determining difference between these two possibilities will be one of intent. In serious or contested circumstances, the IBDP Coordinator will decide the outcome of the case in conjunction with the Head of School.

External Assessment

External assessment is an evaluation which defines the level of knowledge and skills for each of the courses carried out by third parties in accordance to the School authorized to control the educational process. Students are informed and can easily access the calendar of submission deadlines.

Good Assessment Practices in DP

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 rules students' work in relation to identified levels of attainment, rather than in relation to the work of other students.
- A distinction between formal IB assessment and the supporting formative processes that schools need to develop for themselves
- Valuing the most accurate 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

(Guidelines for developing a school assessment policy in the Diploma Programme, 2014, p.3)

Expectations of Teachers:

- Share assessment criteria and rubrics for each IB subject in advance so as to ensure that students become familiar with the expectations of the Diploma Programme. This applies to all other high-stake external assessment and in the foundation year to get students used to the criteria/rubric process.
- In order to understand excellence, students should be aware of what constitutes high achievement through teachers sharing rubrics and assessment criteria.
- Provide feedback to students that is prompt, positive, supportive and specific to what they have to do to progress.
- Use a mark scheme or rubric which shows the student what constitutes a successful piece of work.
- Provide adequate time for students to complete any given assessment task.
- Provide adequate access to any materials necessary for the successful completion of any assessment.
- Scaffold assessment tasks or adapt examination criteria for students to access a full range of assessment grades.
- Assess and return work in good time with constructive feedback (oral and/or written) and publish grades. Collaborate with colleagues to ensure that a balance of assessment tasks is given to students and post all work deadlines and homework on the school site.
- Use a variety of assessment tools and methods.
- Communicate with parents regularly and immediately in case of concerns.
- Notify all parents of students' progress via emails, meetings, Students-Parent conference, especially for those students whose grades and effort are indicative of not being promoted to the next academic year.

Expectations of Students:

- Be responsible for writing down ALL homework tasks & deadlines.
- Be on time for lessons and fully prepared.
- Respect others' right to learn and collaborate constructively with peers.
- Use the mark schemes or rubrics provided by teachers to achieve their best work.
- Submit any work on time and with due diligence, i.e., homework, class work, assignments and projects, etc.
- Correct mistakes when work is returned to them.
- where appropriate instructions for on-line submission should be through the use of the student's school account except in cases where Turn-it-in are expected or for specific uploads for the IBDP external examinations process
- Honor academic integrity at all times and understand the consequences if they do not. (please refer to the EIS Academic Integrity Policy and School Handbook).

Communication with parents

- **Handbook**

Parents should read carefully the school's handbook to parents and discuss with their child appropriate sections. Copies will be given to all families at the beginning of the year. This handbook will be updated every year and each parent should initial and sign the new revision at the beginning of each school year. By enrolling their child at EIS, parents agree to and understand the school's policies and regulations.

- **Correspondence**

- School correspondences will be sent by e-mail. Please make sure the school has a valid e-mail address for your family. It is each parent's responsibility to read and respond to **all** communications from the school in a timely manner.

- Communication Book (Daily)
- News Letter (At the beginning of each U01)
- Communication Letter (Weekly)

- **Meet the Teacher/Program Information Meeting**

Throughout Year 1 and Year 2, the school will organize Student-Parent Meetings where parents and students will meet individually with teachers to receive feedback, Student Reports and discuss on student progress.

- **Parent Inquiries**

Parents are encouraged to contact the school whenever a question or an issue of concern arises. There will be weekly meeting with Elite teachers to discuss such topics.

The school secretary/ Internal coordinator will be available to receive calls to set an appointment each Sunday and get back to you with a meeting time that will take place during the following week. A schedule will be provided to parents

● Roles and responsibilities for parents

We believe that parents have a responsibility to support their children and the school in implementing school policies. We ask parents to:

- ensure that the student has the best attendance record possible;
- ensure that the student comes to school prepared with the correct equipment for lessons;
- fulfil the requirements set out in the home-school agreement;
- promote a positive attitude towards school and assessment in general;
- collaborate with the school in order to work together in the best interest of the student

EIS, as School, should:

- Produce examination/test timetables with enough notice for students and teachers to formulate a revision programme. This applies to all assessments.
- Keep records of achievement for all assessments.
- For the IB, publish IB subject guides, IB assessment criteria and exam schedule through the Parent Portal in EIS website.

Mock Examinations

In the first week of January, students in DP 1 and DP 2 will sit for formal written examinations which clearly act as a preparation for the external examinations of the IB PD.

Homework

Homework is an essential aspect of student learning and exam preparation. The aim is to reinforce what has been taught in class and to extend skills and knowledge beyond this. Homework should be assigned with ample time to be completed enabling students to balance their workload efficiently. Some homework may include larger assignments or longer-term projects. Appropriate time and guidance should be given by teachers for this to enable students to plan and complete their work to the best of their ability.

Homework is assigned with the aim of reinforcing/practicing the skills and content covered in the classroom. Homework should be assigned with ample of time to be completed, as students will also receive homework in other subjects. For large assignments a week or more should be assigned for completion.

National requirements

MYP:

As per the Egyptian Ministry of Education requirements, EIS abide to Arabic, Religion and Social studies ministry curriculum. However, the curricula for Arabic and Arabic Social Studies are taught in an inquiry concept-based approach and totally in accordance with the MYP framework.

Grade level	Assessment	Frequency
MYP 1 to MYP5	Written Exams “Arabic/Religion/Social Studies”	-Monthly Assessments -Twice a year (mid-end of year assessments)

DP: Ministry Of Education Assessments

The Ministry of Education requires all the international schools to abide by the Arabic, Religion and Civic ministry curriculum. Based on this, the students in DP 1 are assessed six times per year, and in DP 2 students are assessed once in June by the end of the year.

EIS will make sure that the students’ schedule is organized in a way that the IB requirements for subjects are met. The final achievement mark is out of 100 for the Ministry of Education exams.

Grade	Level	Assessment Duration
DP 1	Written Exam Arabic, Civic Students and Religion	• 2 Exams in Term 1 • 2 Exams in Term 2 • Mid-year • Final Exam
DP 2	Written Exam Arabic, Civic Students and Religion	1 Final exam by the end of the year

Academic Integrity

This section should be read in conjunction with the EIS Integrity Policy (2020).

It is an expectation of EIS that students will follow the principles of academic honesty, to the best of their ability, at all times. However, we recognize that many of the skills required to follow these principles, for example citing sources and writing a bibliography, need to be explicitly taught.

Links to other documents

The EIS Assessment policy is totally aligned with:

- The EIS mission statement
- The IB’s principles
- The Integrity policy
- The SEN/Inclusion policy
- The Admission policy

REFERENCES

From Principles into Practice: Learning and Teaching (Published October 2018 -Updated December 2018)

Programme standards and practices (Published October 2018)

Guidelines for developing a school policy

(<http://xsltwo.ibo.org/publications/migrated/productionapp.ibo.org/publication/87/part/1/chapter/1.html>)

Coordinator's Support material: Standard B 1 Assessment policy

https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=m_0_mypxx_tsm_1609_1_e&part=3&chapter=5

From principles into practice (IB publication, Sept. 2014/Jan. 2015)

International Baccalaureate Organization. (2015). *Handbook of procedures for the middle years programme: Motivation and monitoring of assessment*. Cardiff, Wales: International Baccalaureate Organization.

IBO (2017) Grade Descriptors (For use from December 2017)

https://resources.ibo.org/dp/subject-group/Computer-science/resource/11162-46482/?c=e10264eb&lang=en&pdf=g_0_dpYYY_grd_1712_1_e.pdf

IBO.org & Programme Resource Center

<https://www.ibo.org/programmes/diploma-programme/assessment-and-exams/>

- Assessment guide for examiners
- Assessment guide for teachers and coordinators
- Assessment guide for students and their parents/guardians
- Assessment guide for chief examiners and principal examiners

New Coordinator Welcome pack (IB, 2019)

PD DP learning resources: <https://www.ibo.org/professional-development/free-learning/dp-pd-learning-resources/>

Appendix A: Grading for academic reports

An assessment grade is provided from 1 to 7 corresponding to the following IB Diploma grading system:

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