

## IB Assessment Policy

### Philosophy:

Assessment is a key component of our student's educational experience. RFS Upper School's assessment policy aims to support, encourage, and improve students' learning. We believe that students have the right to learn in a suitable educational environment according to their needs and abilities.

We believe all educators must have the knowledge and skills necessary to develop, administer, interpret, and analyze assessments.

### Principles of Assessment:

Assessment policy for the DP students follows the principles of the IB program. The work of the students will be assessed according to the IB published assessment criteria, using both formative assessment (the process of gathering, analyzing, interpreting and using the evidence to improve student learning and to help students to achieve their potential) and summative assessment (measuring student performance against DP assessment criteria to judge levels of attainment).

### Assessment Practices:

- 1- Subject group teachers collaboratively design and develop tasks, activities, and assessment tools to ensure standardization and consistency within teachers in the same group.
- 2- Students should be provided with written instruction related to any given task; the instruction must include enough details about the content, structure, and the related assessment criteria.
- 3- Teachers of the same subject should evaluate the work of their students and their results regularly.
- 4- Assessment should be based on a variety of tools and strategies such as (long exams, quizzes, midterms, presentations, commentaries, orals, written assignments, projects, class discussion, lab reports, multiple choice questions, short and extended response questions, data analysis questions, field work, etc.).
- 5- Teachers regularly provide the students with feedback to inform and improve their learning.

6- Teachers should provide opportunities for their students to reflect on the assessment of their work. Teachers can seek feedback from students using feedback surveys for example.

### **Recording & Reporting.**

The school year is divided into four quarters. Parents will be reported on their children's achievement through the school report cards by the end of each quarter and through Parents-Teachers conferences that are held in November and April. At the end of the second quarter the students sit for the midyear exams and at the end of the fourth quarter they sit for the final year exams. The results of these two exams are also recorded on the report cards. Parents can also view the attendance, grades and progress of their children through the portal, <http://portal.rfs.edu.ps>. Students can also view their grades and progress using the same portal. Teachers should use the portal to maintain updated assessment records of their students.

### **Evaluation.**

This policy was written by cooperation between the Head of School, the IB Coordinator, the Heads of Departments Committee and the faculty of the school. The assessment policy will be evaluated by the Heads of Departments Committee, the IB Coordinator and the Head of the School in June of each year and proposals for changes discussed at the end of year faculty meetings.

### **Teacher Training.**

The teachers are provided with Question Banks and Exams and Mark schemes of previous exams yearly to assist them in evaluating their methodology, course content, and student achievement and ability levels. When required for in-depth review of marks awarded, an enquiry upon results is requested from IBO. This feedback as well as annual subject reports provides the teachers with additional insight into the IBO assessment standards.

The teachers are provided with their OCC information and encouraged to use it to regularly evaluate their instructional practices and to share best practices with their colleagues throughout the world.

All new IB subject teachers meet with the Diploma Coordinator for an overview of the curriculum, practices, and assessments prior to classroom instruction. Also, the IB teachers and DP Coordinator provide IB informational staff development during the school year to acquaint new teachers and refresh current teachers with the IB Diploma Program curriculum and practices.

The DP Coordinator registers new teachers for training for the first available IB workshops.

IB teachers engage in collaborative planning every year. All IB teachers are encouraged to freely engage in peer observations and exchanges of best practices.

### **Homework.**

Homework will be assigned regularly as an independent activity which allows students to practice and apply what they have learned in class. The amount and frequency of homework assigned will vary among grade levels, subjects taught and course levels. At the beginning of each course, the teacher will explain the homework policy to students and parents including its influence on report card grades. Homework is designed to extend learning. Effective homework assignments should strengthen basic skills, enrich and extend school experiences, develop initiative, responsibility, and self-direction, build independent study skills, help student learn to budget time, and promote parents understanding and support of the educational program.

### **Grading.**

RFS Upper School's Grading System is used along with the IB assessment rubrics as specified in each of the subject guides. These documents are distributed to students at the beginning of each course.

The IB Diploma Program uses a scale from 7 (excellent) to 1 (minimal), with a score of 4 as worthy of recognition by most colleges and universities.

Students are required to complete a variety of assignments in order to demonstrate their knowledge and abilities. Clearly established standards are used to measure the quality of assessment items.

Some of the assessment required by the IBO is carried out internally by classroom teachers who score students' individual work. These include oral presentations, commentaries, laboratory work, investigations, and performances. Teachers receive training to use the rubrics provided by IB and their scores are moderated outside of the school to assure reliability and equity.

Some of the assessment is overseen by teachers as students produce the work, but it is scored by external examiners selected by the IBO outside of the school. These include the extended essay, essays for Theory of Knowledge, and others.

The annual May examinations are externally scored with no input from teachers. These include multiple choice and open-ended or essay questions. Because of the greater degree of objectivity and reliability provided by the standard examination environment, externally marked examinations form the greatest portion of the assessment score for each subject.