International Maarif Schools Erbil

IB

Assessment Policy

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maarifschools.edu.krd

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."

International Maarif Schools of Erbil Vision and Mission

International Maarif Schools of Erbil aim to foster a lifelong commitment to intellectual curiosity and to raise children as self-reliant, responsible individuals endowed with critical thinking.
In light of the 21st century's requirements for knowledge and skills and pursuing the aim to bring up "people of goodwill," the goals of our schools are:

- To educate our students as successful individuals at national and international levels who read, research, think analytically, innovatively, and produce added value.
- To ensure that our students will be entrepreneurial individuals with a sense of responsibility, respect for their environment and other living beings, a developed sense of social work, and an inclination to teamwork.
- To equip our students with the knowledge, skills, and academic qualifications of the positivist sciences to enable them to gain a scientific perspective.
- To develop our students' knowledge in social sciences, direct them, think about national and international issues, and produce proposals for possible solutions.
- To equip our students with communication skills that will enable them to effectively use their mother tongue and multiple foreign languages.
- Beyond the fact that our students are technologically literate, educating them as individuals who consume and produce technology is essential.
- To enable our students to develop themselves in different areas of sports and art in the direction of their interests and abilities.
- Besides the affinity to the cultural values of their society, to ensure that our students gain the ability to coexist with different cultures.

As IB learners we strive to be:	
Inquiries:	**Open-minded:**
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.	**Caring:** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and the world around us.
Thinker: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.	**Risk-taker:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Communicator: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.	**Balanced:** We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.	**Reflective:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses to support our learning and personal development.

Philosophy

At Maarif School, we seek to prepare students for future success by cultivating an inquisitive mindset and a lifelong passion for learning, thereby equipping them to excel in their careers and lead meaningful lives. The International Baccalaureate (IB) philosophy on assessment integrates both formative and summative approaches across its programs: the Primary Years Programme (PYP), Middle Years Program me (MYP), and Diploma Programme (DP). This philosophy emphasizes the role of assessment in evaluating student learning, guiding instruction, and supporting student development.

In line with the IB philosophy, educational outcomes and assessments are geared towards developing the whole student in a holistic manner, intellectually, socially, aesthetically and culturally by providing education that is broad in scope and balanced in content. Assessment at Maarif serves to provide information on student's learning and feedback and contribute to making the learning programmes effective. Assessments teach students to think critically, draw connections between areas of knowledge   and use problem-solving techniques from many disciplines to build up knowledge and skills as well as develop the Learner Profile Attributes.

Purpose and principles of Assessment:

Purpose of Assessment:

In line with the IB philosophy, Maarif focuses on holistic student development, balancing intellectual, social, aesthetic, and cultural education. Assessments provide supports and encourages students to achieve their best, informs and enhances the teaching process, promotes positive attitudes towards learning and deepens understanding and develops higher-order cognitive skills.

Providing constructive feedback from assessments improves students' understanding and learning. Clear learning intentions communicated through assessment help students achieve better learning outcomes. Lastly, assessment informs parents about their child's abilities, progress, and alignment with grade-level expectations.

Principles of Assessment:

Teachers are expected to adhere to the assessment policies of both the IB and Maarif, ensuring clarity and consistency across all aspects of teaching and learning. Assessment practices are transparent to all stakeholders—teachers, parents, and students alike—emphasizing the role of evidence in documenting student growth in knowledge, understanding, and skills. Students' progress in demonstrating the IB Learner Profile and attitudes is actively tracked, with a balanced approach between formative and summative assessments. Opportunities for peer and self-assessment are provided, encouraging students to reflect on their learning. Assessment tools and strategies are diverse, catering to varied learning styles.

Prior to new learning, teachers gauge students' existing knowledge and experiences. Feedback is provided based on a developmental teaching model, guiding students along learning pathways aligned with developmental outcomes. Annual learning goals are articulated to support students' continuous progression. Meaningful reporting to parents ensures they are informed about their child's progress, strengths, and areas for improvement, enabling them to actively participate in and support their child's educational journey. The commitment to assessment aligns with the IB philosophy, evident in school communications, documents, and staff training, reinforcing the mission to cultivate compassionate, inquisitive students capable of promoting global understanding and harmony.

Developing an integrated assessment culture

Strong communication about assessment is crucial for building a shared assessment culture. This culture informs learners, teaching, and the community about progress and supports decision-making. Key steps include:
- Developing assessment capability within the community.
- Creating a comprehensive assessment policy.
- Offering opportunities for collaborative planning and reflection for teachers.
- Providing professional development on effective assessment integration.
- Highlighting assessment's role in understanding student knowledge and planning next steps.
- Reinforcing links between monitoring, documenting, measuring, and reporting learning.

Developing assessment capability to support learning
Assessment tools and strategies

An assessment-capable learning community develops when all members understand the purpose, criteria, and methods of assessment. This involves:
- Making tacit knowledge explicit (Clark 2012).
- Understanding why and what to assess.

- Knowing what constitutes quality.
- Sharing methods for collecting, analysing, and reporting data.
- Using a common language for assessment.
- Collaborating inclusively.

Such a community can significantly enhance learning and teaching by contributing to program evaluation and the development of knowledge, understanding, and skills.

Responsibilities of all members of the school community

Strong communication about assessment is crucial for building a shared assessment culture. This culture informs learners, teaching, and the community about progress and supports decision-making. An assessment-capable learning community develops when all members understand the purpose, criteria, and methods of assessment. Such a community can significantly enhance learning and teaching by contributing to program evaluation and the development of knowledge, understanding, and skills.

Teachers

An assessment-capable teacher is supported by professional development and a shared assessment culture. They improve by actively monitoring student progress, inquiring into student learning, and adjusting their teaching to better support learners.

All teachers should:

- Use varied methods to assess student progress and encourage active engagement.
- Clear expectations and progress awareness are essential.
- Students need to understand objectives and receive feedback to boost motivation and confidence.
- Identify and support at-risk students and use assessment results for differentiated planning.
- Promote literacy, numeracy, and ICT skills.
- Ensure assessments are accurate and reliable, and foster student responsibility through self and peer assessments.
- Share concerns or praise with colleagues and provide feedback on student work.

Students are expected to:

- Complete all requirements of the Diploma Programme, including both Internal and External assessments.
- View each assessment as a learning opportunity.
- Meet all internal assessment deadlines.
- Submit original work or use proper academic citations.
- Evaluate their own performance and provide feedback to their peers.

Parents are expected to:

- Support their children's learning.
- Ensure their children meet assessment deadlines and adhere to academic honesty standards.
- Provide feedback to the school to aid in its development and the improvement of the program.

Types of assessment

- **Diagnostic/ Pre-Assessment** is an evaluation of a child's knowledge and skill level of a certain topic. These assessments are done at the start of the topic to understand how much students already know about the subject. Moreover, it can be done for new students to specify their level.
- **Formative assessment** is ongoing and interwoven with daily learning and helps teachers and students find out what the students already know to plan the next stage of learning.
- **Summative assessments** will assess the conceptual understanding within central ideas. It takes place at the end of the units and gives the student opportunities to demonstrate what has been learned.
- **Self-assessment** is a part of the formative assessment process, and its main objective is to set goals for personal development and help learners to take responsibility for their own learning.
- **Peer assessment** is when students may assess their peers individually or in smaller groups using clear criteria given by the teacher. Students give feedback to one another of what has been done right and about the areas for improvement. It can be done in a written form or orally. Peer assessment also serves the development of the 21st century skills such as communication and critical thinking. Students who

give feedback also learn from their peers in that way and find out how they can help others in learning and making progress.

- · **PYP 5 exhibition**
- · **Community project** in MYP for grade 9
- · **Personal project** in grade 9 or 10.
- · On screen examination **(E-Assessment)** for grade 10.

Methods of reporting

There are many methods used to report on assessments.

1. Teacher-Student Meetings
   - · These meetings are designed to give students feedback on their understanding.
   - · To focus on successful skills and encourage growth in areas of difficulty.
   - · To allow students to reflect on their work and further improve and develop their skills.
   - · To keep track of student growth.
   - · These can occur daily, weekly and/or monthly.
2. Parent - Teacher Conferences
   - · Provide information to parents and families concerning a student's progress, developmental needs and strengths.
   - · Teachers provide background information and answer parent's questions to address concerns.
   - · Teachers solidify their role in the learning process with parents.
3. Reports
   - · Reports can consist of mid-term reports and end of term reports which are given out on the last day of school. Maarif uses the Managebac program for reporting to parents.
   - · They contain overall grades based on the total learning achievement throughout the term or year.
   - · Reports are detailed progress according to the IB PYP Approaches to Learning.
4. Student – Led Conferences
   - · These are opportunities for students to demonstrate and explain their learning progress to their parents.
   - · Students discuss their portfolios with their parents and explain what topics and learning has occurred and what skills and attributes they have mastered.
5. Student Portfolios (KG – PYP)
   - · They record student's involvement in learning which shows their growth, creativity, thinking and reflection.

· They are a method of collecting, storing and communicating information.

· The information is used to document a student's progress achievement.

· Pieces of work for each subject and each unit in the portfolio are meant to reflect knowledge, conceptual understanding, learning skills, and attributes of the Learner Profile.

6. Emails, phone calls and Learning Management System (Class Dojo and Managebac)

· Teachers can also use media to regularly communicate student progress and areas of weaknesses to parents using email or phone calls.

· Teachers in PYP use Class Dojo to regularly communicate with parents and students.

Assessments for KG

How do we assess our early stages while maintaining agency and a sense of play?

Young students' development is supported when hands-on learning is combined with student-initiated play. Play provides benefits for cognitive, social, emotional, and physical development for students from all socio- economic, cultural, and linguistic backgrounds, and offers authentic opportunities for students to begin their exploration and development of the IB learner profile.

Importance of Play

Teachers in the PYP early years support play through:

- Creating and maintaining engaging learning spaces.
- Scheduling uninterrupted time for play in both indoor and outdoor spaces.
- Noticing students' emerging thinking processes, interests, and theories, and responding in ways that extend learning.
- Monitoring and documenting students' learning and development during play.
- Offering appropriate scaffolded learning experiences for individual students and small groups.

Importance of relationships

Teachers support the development of relationships through:

- Regular conversations with parents and legal guardians acknowledging and respecting each student's individuality.
- Connecting with individual students throughout the day by having conversations, listening to and documenting their evolving questions, and acknowledging their efforts and achievements.

- Recognizing opportunities for students to learn to self-regulate during play and offer support and feedback when needed.
- Planning uninterrupted time for play in engaging learning spaces.

All about Learning spaces

A fundamental part of effective education in the PYP early years is the creation of safe, stimulating, and inviting learning spaces that promote exploration, wonder, creativity, risk-taking, and learning through play.

Teachers create safe, stimulating, and inviting learning spaces by:

- Offering a range of open-ended materials.
- Arranging and rearranging materials as invitations for learning creating areas for role play, block play, mark-making, expression through the arts, and so on.
- Considering a range of choices and opportunities for group and individual play.
- Involving students in the design and construction of play areas.
- Creating displays that reflect the process of students' learning.

Symbolic exploration and expression

Effective language and mathematics learning and teaching is based on students' developing ability to listen to and speak with others and to understand and use symbols. The importance of expanding these skills by transferring learning and experiences to other contexts allows students to re-encounter their thinking, develop symbolic competency, explore new connections, and consolidate their understandings.

Learning in the early years with blocks, students acquire vocabulary, learn about volume and shape, and develop fine and gross motor skills. The development of understandings in language and mathematics are interwoven and intentionally explored through strategies such as:

- Games
- Rhymes, poems, stories, songs
- Play
- Conversations
- Mark-making, drawing
- Problem-solving, reasoning
- Counting, patterning and sequencing.

These interest-based and intentional experiences directly support and influence later formal learning in language and mathematics. The assessment of student's development and learning is an important part of the curriculum and helps to provide information for continued development, learning and teaching by using a wide range of assessment strategies.

Assessments for PYP

How We Express Assessment

Assessment for the Primary Years Programme (PYP) at Maarif: PYP assessment has four dimensions: monitoring, documenting, measuring, and reporting on learning. Each of these aspects has its function, but all aim to provide evidence to inform learning and teaching. Although the four dimensions of assessment are not weighted the same; each dimension has its importance and value.
The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner.

Monitoring learning: Monitoring is our main strategy for gathering information of the progress of learning with reference to the success criteria. It occurs daily through a variety of strategies: observation, questioning, reflection and discussing learning with peers and teachers.

Documenting learning: Documenting is an evidence of the student's learning journey, it is shared with others to make learning visible and apparent to the whole school community. Students and teachers document learning goals, questions, reflections and evidence of learning.

At Maarif we use a range of methods and approaches to gather information about a student's learning. Then record this information using a variety of tools and strategies which are:

- **Observations**: Our main strategy for gathering information, is used at all times for its quick, easy, and effective nature, especially when done intentionally. Observations are ongoing and include making anecdotal records regularly.
- **Rubrics and checklist**: An established criteria for rating learners in all areas. They describe the outcomes, detailing the characteristics to look for in learners' work and how to rate it on a predetermined scale.
- **Anecdotal Records**: Brief written notes based on observations of learners.
- **Portfolios**: More than just a collection of learners' work, portfolios are a strategy and tool to record learners' involvement in the learning process and their active mental work. They provide a clear picture of learners' progress and growth over time, enabling learners, along with teachers, peers, and parents, to identify strengths and areas for improvement. Each student has a physical portfolio, shared throughout the year with their parents.
- **E-Portfolios**: Digital evidence of students' learning shared via ClassDojo.

- **Exhibition**: In the final year of PYP, Grade 5 students conduct an extended, in-depth, collaborative project known as the PYP exhibition. They work together to inquire into real-life issues and synthesize the essential elements of the PYP in ways that can be shared with the whole PYP community.

Assessment of/for learning (AOL) (AFL)

Assessment of Learning is one of the purposes of assessment, in which evidence is used (often by teachers) to make a judgment on student achievements against goals and standards. It is often represented by summative assessment

Assessment for Learning is often represented by formative assessment practices. Across the schools, the teachers most often discussed formative assessment in relation to the teaching of the inquiry units within the IB PYP. This observation within the study suggests that formative assessment correlates with demonstrating the complexity of learning facilitated by the PYP Inquiry units. Assessment as Learning often encompasses formative assessment and is an extension of Assessment for Learning. Hence, Assessment as Learning relies on student-centered learning pedagogies integrating self- assessment and peer assessment strategies. Self-assessment is used to support student development of their metacognitive abilities in order to lead to a better understanding of their own lifelong learning skills and how to improve them. Self-assessment encompasses written (e.g., responses on a reflective worksheet; checklists; entry or exit cards) or visual (e.g., thumbs up/down; traffic lights) or dialogic (e.g., students unpacking their understanding of the assessment task/criteria with peers) techniques within the primary classroom. Students often use rubrics to self-monitor their progress on an assessment task, whether they are formative or summative.

Recording of assessment

- All assessments, whether diagnostic, formative, reflective and summative are recorded by all teachers.

- Data is collected and analyzed using multiple and diverse strategies. (observations, performance assessments, process-focused assessments, selected responses, open-ended tasks, tools etc.).

- A variety of assessment tools are used to record student progress, and include, but are not limited to: Rubrics, Exemplars, checklists, Anchor Notes, Continuums, tests, anecdotal notes.

- Student portfolios enable students to actively represent their learning and their reflection on learning.).

- Anecdotal records are also kept on teacher observations on the student Learner Profile in the classroom and the student profiles.

- Typically, assessments are not graded according to the percentage system as in most general schools.

- These grades are applied to the Units of Inquiry, core areas of Reading, Writing, Speaking and Listening, Viewing and Presenting, Mathematics, and other subjects.

- Recorded data is analyzed to identify student growth and highlight areas of growth for students individually and for a class as a group.

- Collaboration and reflection of students' learning occurs in each grade amongst the teachers to highlight student achievements and difficulties, discuss these areas and plan for further teaching and learning strategies, as well as planning the next level of teaching and learning.

Assessment results are recorded according to grading system:

- **N**- Not evident. Not yet meeting expectations.
- **B**- Beginning to understand and use the skills with considerable support and reminders.
- **D**-Developing. Uses skills, concepts, knowledge and behaviors of the topic most of the time with some support and reminders.
- **C**- Consistent. Student uses the skills, concepts, knowledge and behaviors competently, confidently and independently.

Assessments for MYP

In-school assessments general rules

Giving notice of Assessments.

Students are given adequate notice of at least **one week** for summative assessment dates. The notice period begins on the date when the assessment details are entered into ManageBac, including final task requirements.

A minimum notice of **two weeks** is also provided for Projects, Essays, or Reports, and a minimum of **one week** for Examinations, Tests, or Laboratory practical. This requirement does not apply to diagnostic assessments or formative assessments such as quizzes.

All summative assessment grades (and some formative assessments) are reported through the "**ManageBac Gradebook**" within one week, unless there is a reason for earlier submission. Teachers will provide written feedback along with the final grade for assignments and inform students through ManageBac's email function. No more than two summative assessments will be scheduled on the same day.

MYP Criteria

As students progress through the MYP, they should be challenged by increasingly complex tasks that assess multiple criteria, though not necessarily all four criteria simultaneously.

Conversely, in certain subject groups it may be more appropriate to focus on specific criteria for certain types of assessment tasks. In others, concentrating on a **single criterion** can aid students by breaking down complex demonstrations of understanding.

However, teachers should ensure coverage of all four criteria in summative assessments before the final assessment and include all criteria again in the final summative assessment. This ensures that final grades in each MYP year, for each subject group, are based on at least two assessments against each strand of all subject-group criteria.

On the other hand, during the completion of the **community project** or **personal project**, each criterion will be assessed only once.

When engaging students in formally collaboratively planned interdisciplinary units, school must use the interdisciplinary assessment criteria to determine achievement levels for summative assessment tasks. Each year of the program requires school to address all four objectives (every strand) of interdisciplinary learning.

IB MYP Grade Boundaries *(Kindly refer to Appendix I)*

IB assessments consist of four criteria (A, B, C, and D). In ManageBac, each criterion grade ranges from 0 to 8. These grades are aggregated to form a total score, which is then divided into seven ranges (1 to 7), known as "**Grade Boundaries**".

NB: The grade 0 is not included in Appendix I, making the minimum grade 1.

Great care is taken to ensure grading reliability in determining grade boundaries through the application of consistent standards supported by statistical background data. Grade standards are documented and exemplified, and judgments made about grade boundaries are checked by several statistical indicators. The setting of grade boundaries is an extended matter requiring considerable deliberation and the reconciling of information from different sources: the experienced judgment of senior examiners, statistical comparisons and the expectations of experienced teachers.

The principal means of setting judgmentally determined grade boundaries is by a review of the quality of candidate work against grade descriptors. **Grade descriptors** are generic descriptions of the standard of work expected of each candidate for a given grade. Descriptors are also intended to give some guidance to classroom teachers on how to prepare their students and how to make candidate grade predictions.

"**Best-fit" judgments in MYP assessment:**

The best-fit approach reflects the criterion-related philosophy of MYP assessment. In distinction from criterion-based assessment, the MYP approach does not require students to meet every strand of a criterion to be awarded a specific achievement level or progress to the next level. MYP assessment relies on teachers' professional judgment to develop and apply shared understandings of "what good looks like". Those understandings are best developed through a process of standardization. MYP teachers standardize assessment when they come to agreed interpretations of assessment criteria concerning specific examples of student work. For these discussions, teacher support materials provide useful frames of reference and examples.

PS. Best-fit judgements are only given in consultation and with the permission of the coordinator.

Using professional judgment:

The planning of units and assessment tasks should ensure that all criteria are included over time, providing balanced evidence that is sufficient for determining a <u>final achievement level in each criterion</u>. All units should include <u>summative</u> tasks assessed according to one or more MYP criteria to ensure <u>continuous assessment</u> and <u>feedback</u> on students' performance against the MYP objectives.

In gathering evidence for making judgments, teachers will analyze students' achievement levels over the marking period or year, which represent their summative performance for that period. They will pay particular attention to patterns in the data, such as increasing levels of performance, consistency, and any mitigating circumstances.

The MYP does not permit the use of any other types of assessment that are not based on prescribed MYP criteria for summative tasks. The IB does not endorse the inclusion of formative assessments or behavior marks in the final grades reported for subjects.

Report card Marks

<u>Summative assessment grades</u>: including those during assessment weeks are shared with students solely as summative assessments, NOT as final report grades.

<u>Final Achievement Level on the Report</u>: The final grade <u>out of 8 per criterion</u> (A, B, C, and D) is determined by averaging the grades across tasks related to that particular criterion. In cases where there is uncertainty between two grades, a well-motivated "best-fit approach" and other considerations are used to decide the appropriate grade. However, when calculating the <u>final grade out of 7</u>, the <u>Grade Boundaries</u> outlined in MYP "From Principles into Practice" MUST followed *(Kindly refer to Appendix I)*.

According to MYP "<u>From Principles into Practice</u>" throughout the five years of the program, the school is required to regularly communicate student achievement in each subject group to parents. Typically, this occurs during and at the end of each school year. MYP reports of student achievement should indicate the student's level of achievement for each assessment criterion. This practice provides students and their parents with information about the student's engagement with the objectives of each subject group and includes guidance for improvement where applicable.

Procedures for late submission of work:

Students who submit work late will be expected to complete it during after-school activities or breaks. (Justification required) *NB. Students will be given only one additional opportunity to submit late work, but 2 marks will be deducted for each late submission.*

Assessment Absence Policy

if a student is unable to sit for assessments during Assessment Week, a parent or legal guardian must inform the school administration and request a postponement for the student. The school may require supporting evidence, such as a medical report or an explanation letter, to consider this request. Failure to provide such evidence will result in the student failing the assessment.

Cheating and Plagiarism:

Looking at or showing answers, copying work and claiming credit, are considered forms of academic theft. Depending on the severity, consequences may include a verbal warning, investigation, informing parents, disqualification from examinations, and expulsion from school may follow. (*Kindly refer to the 'Integrity Policy' for more information*).

Languages (Turkish, Kurdish and Arabic) are assessed at the levels taught:

Beginners at the Beginner level, Intermediary at the Intermediate level, and Advanced students at the Advanced level for those subjects' level provided.

MYP Pass Criteria:

To be promoted to the next grade, a student is expected to pass all subjects. Exceptions may be made at the discretion of the school for language students who are completely new to the school. This requirement includes Service as Action and Community Projects. Students are given a second opportunity to retake exams only once. If they fail again, they will be required to repeat the school year.

e-Assessment

MYP on-screen examinations provide a platform for large-scale assessment for 16-year-olds that is valid, reliable, and manageable, and that can lead to a formal qualification (and, under certain conditions, the IB MYP certificate). Since the MYP accepts 2-hour examinations (which are digitally rich and designed to be highly engaging) as manageable for many 16-year-olds, it is reasonable to expect that younger students might be better served by school-based

assessments with **shorter durations**. As far as possible, the marks per minute criteria used in e-Assessments and IBDP exams will determine the time allocation for MYP assessments.

Assessments for DP

In-school assessments general rules

- School-based assessments are essential for student success and contribute to their report card grades. Teachers are required to track their students' progress weekly through various formative assessments during lessons, including homework. Moreover, teachers should plan at least **two summative assessments** each term.
- Teachers should check Managebac before assigning a summative assessment, to make sure no other summative assessments have been assigned earlier on the same dy.
- While planning the course content for DP 1 and DP 2, each subject teacher decides on the assessment tasks and instruments to monitor students' progress. The types of assessments are subject-specific and should be aligned with the IB criteria for the subject, if applicable.
- Report card grades throughout the course are based on unit tests using past IB exam questions, practice exams, and in-class assignments modeled on IB assessments. Teachers evaluate school-based assignments using IB rubrics and determine the IB 1-7 scores based on the mark boundaries available in the yearly subject reports provided by the IB. These school-based assessments do not contribute toward the final IB grade, which is awarded by the IBO in July.
- Students are given adequate notice of at least 7 days of dates for summative assessment. The start of the notice is the date that it is entered into ManageBac with the final task requirements. A minimum of two weeks' notice for a project, essay or report and a minimum of one week in the case of an examination, test or laboratory practical are given to students. This requirement does not apply to formative and diagnostic assessment items.

 Predicted grades Policy

In the final semester of a course, school-based assessments and mock exams are used by the teacher to determine the student's **predicted grade** requested by the IBO. It is not allowed to inform students with their predicted grades, unless used for university submissions.

Assessment Absence Policy

if a student is unable to sit for assessments during Assessment Week, a parent or legal guardian must inform the school administration and request a postponement for the student. The school may require supporting evidence, such as a medical report or an explanation letter, to consider this request. Failure to provide such evidence will result in the student failing the assessment.

Mock Exams

Mock exams are scheduled in the school academic calendar during mock exams week in March. Students are required to take all their mock exams prior to the actual exam series. These exams will cover all subject papers and will be conducted under official exam conditions.

If a student is unable to sit for the mock exams during Mock exams week, a parent or legal guardian must inform the school administration and request an alternative time slot. Supporting evidence, such as a medical report or an explanation letter, may be required to process this request

Passing Levels Policy

When promoting students from the MYP to the DP, if a student has passed with an average of 4 in a core subject either in school based assessment or external E-assessment, the school administration must contact their parents to discuss and advise on their child's future educational path, as DP path will be a challenge for the student.
For DP Year 1 students, the minimum grade required for promotion to DP 2 is a grade of 3 per subject. To be eligible to sit for the IB final exams, a minimum grade of 3 is necessary. If a DP 1 student attains a grade of 1 or 2 in any subject, they are entitled to take a make-up exam on a date set by the IB coordinator. Additionally, extra tutorial hours may be offered to ensure the student receives all possible support. If a student is unable to pass or fails in more than one subject, they may need to repeat DP 1 or sit for the exam in the next IB exam session, as determined by the teacher

Reporting IB Grades

Student achievement is communicated through various methods throughout the academic year. Report cards are distributed to students at the end of each term, and parents can monitor their child's progress via the school's official communication platform, ManageBac. Additionally, parent-teacher meetings are held each term, allowing parents and guardians to discuss their child's progress in each course with teachers. Teachers also consult with parents and guardians individually as needed.

Gading/Marking system

For both in-school and IB assessments students are assessed according to the IB grading scale (1-7). For Theory of Knowledge and the Extended Essay assessment a scale of A-E is used. The CAS requirement is not assessed.

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	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

IB assessment

The Diploma Program is a two-year course which prepares students for success at university level and life beyond. In the Diploma Program students' attainment of the curriculum outcomes is measured using two types of assessment, internal and external assessment components.

Internal assessments (IA)

The IB DP internal assessment offers students the chance to demonstrate their mastery of skills beyond the final DP examinations, allowing subject teachers to evaluate some of the students' work during the DP course. These internal assessment components are initially graded by the subject teacher and later moderated by IB examiners. Each subject has its own internal assessment, which contributes to the DP final grade based on the weighting determined by the IB for each course.

In each IB subject, teachers are provided with a precise list of criteria and guidelines on how to assess each criterion. To assign a mark, the teacher selects the level of achievement that best matches the work being evaluated. These achievement criteria are communicated clearly to students well before the internal assessments.

Students must discuss and finalize their research question with their subject teacher in DP 1 by May. If a student fails to submit their research question by this deadline, a warning letter will be sent to their parents.

External assessments

The IB final examinations, scheduled for April/May of the second year of the program, constitute the external assessment according to the IB. Other submissions, including the Extended Essay, Group 4 project and Theory Of Knowledge (TOK) essays, are also externally assessed by IB examiners and must be submitted to the IB by March. DP examination dates are determined by the International Baccalaureate and are communicated to students one year prior to their exams. These exams are conducted in strict adherence to IB regulations.

Students must discuss and finalize their research question with their supervisor in DP 1 by May. If a student fails to submit 2,000 words by this deadline, the Extended Essay supervisor has the right to change the student's chosen supervisor. Additionally, a warning letter will be sent to the student for not respecting the deadline.

Assessment submission and deadlines

The school's internal calendar specifies the deadlines for the submission of all internal assessment assignments, as discussed and agreed upon by the entire DP Faculty. Both teachers and students are required to adhere to these deadlines. At the beginning of DP 1, students and parents are provided with guidance on how to ensure all deadlines are met on time.

If a student fails to meet any internal deadline, they may be granted an extension, accompanied by a warning letter. In such cases, the student must submit a written request for a deadline

extension, including a justification for the delay. The maximum extension allowed is one week. If the extended deadline is not met, the student will receive a grade of 0 for that assignment.

Diplomas Earned

The IB Diploma is awarded when a candidate meets the conditions outlined below:

1. CAS requirements are met.

2. The candidate has earned at least 24 points.

3. An N or E is not awarded for TOK, EE or any subject (HL/SL).

4. There is no grade 1 awarded in any subject.

5. Grade 2 has been not been awarded three or more times in any subject (HL or SL).

6. Grade 3 or below has not been awarded four or more times in any subject (HL or SL).

7. The candidate has earned at least 12 points in HL subjects (for candidates who register for four HL subjects, the three highest grades count).

8. The candidate has gained at least 9 points on SL subjects (for candidates who register for two SL subjects, they must gain at least 5 points at SL).

Training of IB DP Teachers

All DP teachers at Maarif schools attend specialized IB workshops that provide training in the instruction and assessment of IB courses. The school administration will register teachers for CAT courses annually, depending on course availability.

Teachers are provided with copies of previous IB exams, mark schemes, and annual IB subject reports to guide their instruction. They also consult IB subject guidelines and use the IB Programme Resource Centre to share best practices with other IB teachers from different Maarif schools. Teachers of common IB subjects collaborate on internal assessments and moderate their work to ensure consistent application of IB rubrics.

Plagiarism and Integrity

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behavior in the production of legitimate, authentic and honest scholarly work.

Plagiarism: 'Plagiarism is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment'. From the 'Middle Years Programme Assessments procedures 2020' p. 13. Example: Using the exact words of the author of a book in an assignment without acknowledgement of the source.

Assessment Policy review

The Assessment Policy review will be led by the IB Coordinator, with assistance from IB teachers, Testing Coordinator, and the IB pedagogical leadership team. The Assessment Policy will be updated every year during August school workshop.

Appendix I

MYP general grade descriptors

To arrive at a criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group. Schools using the MYP 1–7 scale should use the grade boundary guidelines table that follows to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7. (From MYP from principles into practice.

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-world situations.

Appendix II

MYP assessment criteria across subject groups summary from 'MYP from principles into practice.

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting