



**Al Batinah International School**  
**Assessment Policy and Procedures**

**Vision Statement:**

Al Batinah International School (ABIS) is focused on becoming a leading international school in the GCC by providing an innovative, inquiry-based education that empowers its students to be successful. ABIS will be recognised for its motivating, supportive and individualised learning environment and for its close and respectful connections with its community and host country.

**Mission Statement:**

We will challenge and inspire all students to reach their full potential by becoming well-rounded global citizens and successful lifelong learners.

**Our Learning Pact:**

“Challenge yourself, Involve yourself, Be your best”

**Table of Contents**

<b>Policy statement</b>	<b>2</b>
<b>Purpose</b>	<b>2</b>
<b>Philosophy</b>	<b>2</b>
<b>Practices: Common to the whole school</b>	<b>3</b>
<b>Practices: Program Specific Practices</b>	<b>4</b>
<b>Recording and Reporting</b>	<b>9</b>
<b>Terms and Definitions</b>	<b>12</b>
<b>Related Documents</b>	<b>12</b>
<b>Review Cycle and Revision History</b>	<b>13</b>

## Policy statement

Assessment supports and encourages student learning by providing comprehensive feedback on the individual learning process. Assessment also provides necessary information for teachers to develop the school curriculum.

## Purpose

This policy is intended to provide a comprehensive overview on the central role played by assessment in the daily teaching and learning at ABIS, in alignment with the requirements of the Omani Ministry of Education, the IB Primary Years Programme, the IB Middle Years Programme, the Cambridge IGCSE and the IB Diploma Programme.

## Philosophy

ABIS believes that teaching, learning and assessing are all interdependent and that all stakeholders of the school community participate in the process. The main objectives of assessment are to provide feedback on the learning process and to inform teacher practice. We believe that assessment must be fair, timely, authentic and meaningful. Assessment is based on clear and understood criteria which will enable all students to reach their best. It also reflects the age-appropriate and relevant IB standards, providing central information to curriculum development.

At ABIS, assessment has three roles:

- Assessment **OF** learning: focuses on what knowledge, skills and concepts the students have acquired; it is backward-looking. Assessment OF learning identifies some aspect of a student's understanding at the moment. Summative assessment is often assessment OF learning and must be based on the objectives and assessment criteria specific to each subject.
- Assessment **FOR** learning: focuses on informing future teaching; it is forward-looking. Assessment FOR learning helps to inform additional teaching required for the current cohort; teacher planning and collaboration, informed by assessment, informs delivery of lessons to future cohorts. Formative assessment is often assessment FOR learning.
- Assessment **AS** learning: feedback to students is essential for empowering students to re-engage and make corrections in their understanding. Assessment AS learning focuses on student reflection on their own learning, leading to deeper understanding. Peer-assessment and self-assessment are often forms of assessment AS learning.

## **Practices: Common to the whole school**

At ABIS, we assess student progress in knowledge, skills and concepts. We also provide each child with feedback on their development of the IB Learner Profile attributes, Transdisciplinary Skills (primary school) and Approaches to Learning (secondary school).

Effective assessment practices at ABIS:

- include formative and summative assessments
- include authentic tasks
- incorporate a range of strategies and tools
- refer to clear, known and understood objectives and criteria
- take into account both process and outcomes
- involve peer-assessment, self-assessment and reflection
- provide timely, direct and contextualized feedback to students, their families and teachers
- take into account individual different learning styles and needs
- generate data that can be analysed and reported
- include collecting samples of student work for standardisation purposes

Assessment strategies should be comprehensive and take a variety of approaches. Possible strategies might include:

- regular observations (individually, in group or as a class)
- performance assessments (based on real-life scenarios), requiring the use of critical-thinking skills.
- a focus on process and skill application rather than on the product, such as assessing the transdisciplinary skills and approaches to learning. They can be observed in real contexts using checklists, narrative notes, and inventories.
- open-ended assessments, where students are presented with a challenge and asked to provide an original response.
- tests/quizzes, which provide a snapshot of students' specific knowledge at a particular moment.
- portfolios, where an ongoing, purposeful collection of selected student work is designed to demonstrate growth, creativity, and reflection. Continuity portfolios and grade level portfolios are in use throughout the Primary school.
- authentic assessments such as lab reports, oral and visual representations, essays, and projects

### **Communication of assessment policy and practices**

Parents are informed of assessment practices through workshops, parent information evenings or email communications from classroom teachers or program coordinators. The assessment philosophy, policy and procedures are available in the parent handbook.

## **Assessment Modifications, Interventions and Access Arrangements**

Students identified as needing additional support through the development of an Individualized Education Plan (IEP) may receive assessment modifications in each program. Throughout the school, students who are performing below expectation or otherwise identified as needing additional support are referred to learning support following the guidelines and processes detailed in the ABIS Inclusion Policy and Procedures.

Differentiation of assessments tasks as well as modifications of assessments within the classroom setting takes into account learning styles and multiple intelligences allowing access to summative assessment tasks.

For external assessments, particularly with IGCSE and DP exams, a variety of access arrangements are available to accommodate specific learning needs. Most arrangements require justification in the form of a learning assessment or an educational psychological assessment. Common arrangements available include additional time, a scribe, a prompter, or use of a computer.

For a comprehensive list of available IGCSE and DP access arrangements and modifications contact the program coordinator who can refer to the exam officer guide for the most up to date requirements.

## **Practices: Program Specific Practices**

### **Omani Ministry of Education**

Omani students in Grades 3-12 are required to take classes in Arabic, Islamic Studies and Omani Social Studies. These courses adhere to the assessment requirements of the Omani Ministry of Education.

- Coursework is assessed through homework, short quizzes, projects and oral participation
- Final examinations are conducted at the end of each semester (2 semesters)

The MOE accepts the results from the IGCSE and IBDP Arabic exams, thus Omani students in Grades 9-12 are exempted from the semester exams in Arabic.

### **Primary School - Primary Years Programme (PYP)**

The PYP describes the taught curriculum as the written curriculum in action. Using the written curriculum, and in collaboration with colleagues and children, the teacher generates questions which guide structured inquiry and learning. These questions address the eight key concepts which help lead to productive lines of inquiry. Assessment is formative (ongoing and during lessons) and is used to inform future planning, teaching and learning. Summative assessment (at the end of a unit or development of a concept) is used to assess consolidation of skills, knowledge and concepts. Over a six week unit plan teachers are

expected to have three types of formative assessment practices, with one summative assessment at the end of the unit. Formative and Summative assessments should take into account learning styles and multiple intelligences.

Assessment focuses on the quality of student learning during the process of inquiry and instruction and on the quality of the products of that learning. Assessment is, therefore, integral to the taught curriculum. It is the means by which we analyse student learning and the effectiveness of our teaching and acts as a foundation on which to base our future planning and practice. It is central to our goal of guiding the child, from novice to expert, through the learning process. (IB PYP Assessment Handbook, pages 1 and 23)

In its approach to assessment, the PYP recognises the importance of assessing the process of inquiry as well as the the result of the inquiry.

Self-assessment is used to examine both development of the PYP attitudes, which constitute the Learner Profile, and actions decided in relation to this. A cumulative record of assessed work is kept on each student with samples being added at the end of each school year. These records are passed on to class teachers.

In the PYP, each student's progress for each unit of inquiry and specialist subject is assigned a descriptor in the semester report: beginning, developing, consolidating, or established.

The Primary Tracker is updated by teachers three times per year to keeps track of student data over time. After each collection of data, information is analysed and intervention is applied to support or extend students' learning.

### **Exhibition - G6 Consolidation of learning**

In Grade 6, the final year of the PYP at ABIS, students participate in a culminating project, the PYP Exhibition. This requires that each student demonstrates engagement with the five essential elements of the program - knowledge, skills, concepts, attitudes, action. It is both a transdisciplinary inquiry conducted in the spirit of personal and shared responsibility, as well as a summative assessment activity.

### **Secondary School - Overview**

Assessment in the secondary school is mostly internal but includes external summative assessment components. In May of Grades 10 and 12, students take cumulative examinations in their respective two-year courses, Cambridge IGCSE and IB DP. As ABIS continues with its adoption of the IB MYP, it will need to revise this assessment policy to reflect the MYP eAssessments.

In Grades 7-12, summative assessment tasks and subject semester grades are awarded on levels from 1-7. The levels and their relative achievement are described below:

- 7 *Excellent* - A consistent and thorough understanding of the required knowledge, skills and concepts. The student consistently demonstrates originality and insight and always produces work of high quality.
- 6 *Very Good* - A consistent and thorough understanding of the required knowledge, skills and concepts. The student demonstrates generally originality and insight.
- 5 *Good* - A consistent and thorough understanding of the required knowledge, skills and concepts.
- 4 *Satisfactory* - A good general understanding of the required knowledge and skills. There is occasional evidence of analysis, synthesis and evaluation
- 3 *Mediocre* - Limited achievement against most objectives or clear difficulties in some areas. The students 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* - Very limited achievement against all objectives. The students 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* - Minimal achievement in terms of objectives
- N/A *Not Assessed*

When more than one teacher with expertise is available, teachers use moderation/standardization of assessed summative tasks to ensure accurate and consistent interpretation of the assessment criteria. When there is only one teacher with expertise available, that teacher is encouraged to moderate tasks with colleagues from other IB schools.

Students in Grades 11-12 are expected to participate in CAS and are required to complete the formal CAS requirements in order to earn the IB Diploma. This process is recorded in ManageBac and supervised by the CAS Coordinator. Students in Grades 7-10 are also expected to participate in 'service as action' activities which encourage goal setting, evidence collection and reflection through the engagement of creative, active and service related experiences. Advisors monitor and help students keep records of their goals, participation, reflection in these experiences. As ABIS continues with its adoption of the IB MYP, it will need to revise this assessment policy to reflect the MYP service requirements.

### **Secondary School - Middle Years Programme (MYP)**

There are specific requirements in the MYP regarding summative assessments and the use of assessment criteria. However, these should not be treated as the only form of assessment; teaching and learning should also be informed regularly by deliberate formative assessment practices.

Summative assessment is based on the four assessment criteria detailed in each subject guide. Every strand of each criteria must be assessed at least twice per year, every criteria should be assessed twice a semester. An assessed piece of work must be assessed against the lowest band of each criteria first, then against the next band, until it does not meet the

band descriptor. For example, a task may not earn a level 5-6 if it does not first meet the descriptors for levels 1-4.

Formative tasks (such as homework or quizzes) are not be included in the calculation of an MYP semester grade. Completion of such work and quality are be reflected in the reporting of Approaches to Learning Skills.

An unsubmitted task is not simply recorded as a 0, rather the student is given the opportunity to submit the task late (if possible). There is no grade penalty for late work, rather the lateness of work is reflected in the reporting of ATL skills. Only if a deadline extension can no longer be offered should a lack of submission be recorded as a 0.

For MYP students, the 1-7 scale (above) are used for the final summative grade in each subject areas. These grades are established using evidence of at least two summative assessment tasks per semester against each of the assessment criteria strand in each subject.

Because ABIS is in the early stages of adopting the IB MYP, there are currently no practices to accommodate the Personal Project in Grade G10. This will need to be addressed in future revisions of this assessment policy, before the academic year 2020.

## **Secondary School - IGCSE**

Cambridge IGCSE assessment takes place at the end of the course and can include written, oral, coursework and practical assessment. Grades are benchmarked using eight internationally recognised grades, A\* to G. Grade thresholds are published after each exam series. A grade threshold is the minimum number of marks that a candidate needs to obtain a particular grade in a paper or in a subject.

Cambridge IGCSE develops learner knowledge, understanding and skills in:

- Subject content
- Applying knowledge and understanding to new as well as unfamiliar situations
- Intellectual enquiry
- Flexibility and responsiveness to change
- Working and communicating in English
- Influencing outcomes
- Cultural awareness.

To take into account differing abilities, there is a choice between Core and Extended curriculum papers in some subjects. The Core curriculum is within the ability range of a large majority of students. It provides a full overview of the subject and is targeted at students expected to achieve grades C to G. The Extended curriculum has been designed for the more academically able. It is targeted at those expected to achieve grades A\* to E. Currently, ABIS offers English, Maths and Science as options for Extended subjects.

In accordance with Omani Ministry of Education, ABIS requires the obtention of 5 Cs or better on IGCSE exams to start the IB Diploma Programme. Students who are unable to satisfy this requirement may be allowed, at the discretion of the Head of School, to begin Grade 11 under academic probation for the first semester with specific conditions and goals set based on the individual student. Failure to meet these conditions will result in the student continuing in individual courses rather than the full Diploma Programme.

A variety of assessment types are used throughout each 2-year course; however, as the course approaches completion, more of the assessments consist of past papers to prepare students for the summative exams starting in late April of Grade 10.

### **Secondary School - Diploma Programme (DP)**

Assessment in the Diploma Programme involves strategies and techniques often specific to the subject being studied; it is up to the individual subject teacher to ensure that the principles of their discipline are being used to develop appropriate assessment tasks. Assessments may include essays, research papers, written assignments, oral interviews, scientific and mathematical investigations, fieldwork projects, artistic creations and performances, spread over the two years of the program, completed under various conditions. Assessment criteria are published by the IBO and explained to students and parents at the beginning of the program. Criteria for individual tasks are reviewed with students upon assignment of the task.

Most DP subjects conclude with at least two exam papers which contribute significantly to the overall grade awarded by the IB. In such subjects, students receive regular opportunities to practice exam-style questions throughout the two-year course.

Teachers must look to the subject guides regarding how much support may be provided when supporting students regarding Internal Assessments, externally assessed tasks and the Extended Essay. To ensure authenticity of work, teachers are required to collect copies of the work at multiple stages in its development, but they are not permitted to provide written feedback on more than one draft of student work. Due to this restriction by the IB, it is better that a student submit their best effort on draft work late than for the student to submit an inferior draft on time.

All final tasks collected by teachers to be submitted to the IB are accompanied by a cover letter that requires the student to sign a declaration of authenticity. If the submitted piece of work is a written task, it is also uploaded to Turn-It-In to verify authenticity. The submission of work to Turn-It-In and ultimately to IBIS is the responsibility of the DP Coordinator.

A calendar of internal deadlines for major tasks (Internal Assessments, Extended Essays and externally assessed tasks) is organized by the DP Coordinator in collaboration with teachers. This process is undertaken each year using the calendar from the previous year as a reference.

Formal examinations at the end of the second year of the program following a calendar determined by the IBO. The exam calendar is made available to students by January.

### **Expectations for students**

- Have a clear idea of the knowledge, skills and concepts that are being assessed
- Be aware of the weighting of each assessment in the overall scheme of assessment
- Receive clear, constructive and timely feedback regarding the received grade ( within a week of the assessment)
- Not all work is formally assessed by every written work receives constructive feedback focused on progress.
- Have advance notice that is matching the necessary preparation for the scheduled task.

### **Extended Essay - Consolidation G12**

Starting in the second semester of Grade 11 and submitted in Grade 12, DP students participate in a culminating project, the Extended Essay. This is a 4000-word, individual essay on a topic of the student's own choosing from one of the six subjects taken by the student.

In the DP, rather than the 1-7 scale used for all other secondary classes, Theory of Knowledge and Extended Essay use the following levels and their relative achievement descriptors:

A	Excellent
B	Good
C	Satisfactory
D	Mediocre
E	Elementary
N	No Grade

### **Predicted/Projected Grades**

At key times during the calendar year, teachers are required to use their professional judgement to predict the level (1-7) that each student will earn upon completion of the Diploma Programme. "Projected grades" collected throughout the course are used to help inform universities in the application process. These should be as accurate as possible, but if in doubt, slightly positive. The "predicted grades" given to the IB in April of Grade 12 are used by the IB to support their quality control efforts in the examination marking process. This prediction should be as accurate as possible.

Projected Grade - Grade 11 - June - After end-of-year exam results are available

Projected Grade - Grade 12 - October/November - early university applications,

Projected Grade - Grade 12 - January/February - after semester marks are available

Predicted Grade - Grade 12 - April - used by IB for quality control

## **Recording and Reporting**

### **Recording - PYP**

The five components of the program (skills, knowledge, attitudes, action, conceptual understanding) are regularly assessed through formative and summative approaches.

Teachers keep accurate records of student learning using the following strategies and tools:

- Observations
- Performance assessments
- Process focused assessments
- Selected responses
- Open-ended tasks
- Rubrics
- Exemplars
- Checklists
- Anecdotal records
- Continuums

### **Recording - MYP**

Semester evaluations against each criterion are cumulative and include the professional judgment of the teachers who should use a “best fit” approach, based on most recent and most consistent marks for each criterion.

Teachers keep accurate records of student learning:

- Teachers keep anecdotal and formal records on students’ work
- All summative assessment task marks are recorded on ManageBac against specific assessment criteria
- Progress in acquiring ATL skills are recorded on ManageBac

### **Recording - IGCSE**

Teachers keep accurate records of student learning:

- Teachers keep anecdotal and formal records on students work
- All grades are recorded on Managebac along with the assessment criteria
- IGCSE Coursework is recorded and submitted to the IGCSE Coordinator who ensures their submission to Cambridge
- In Grade 10, students receive a Mock Examination Grade for each academic subject. One-to-one feedback and guidance is provided to each individual student who then has the opportunity to reflect and to set personal goals towards the end of the program.

### **Recording - DP**

Teachers keep accurate records of student learning:

- Teachers keep anecdotal and formal records on students work

- All grades are recorded on Managebac along with the assessment criteria
- Internal Assessments are recorded and submitted to the DPC who ensures their submission to IBIS
- In Grade 12, students receive a Mock Examination Grade for each academic subject. One-to-one feedback and guidance is provided to each individual student who then has the opportunity to reflect and to set personal goals towards the end of the program.

### Reporting - whole school

Reporting is a means of giving feedback from assessment. Effective reporting should:

- involve parents, students, and teachers as partners
- reflect what the school community values
- be comprehensive, honest, fair, and credible
- be clear and understandable to all parties
- allow teachers to incorporate what they learn during the reporting process into their future teaching and assessment practice

Students progress is reported in the following ways:

- November - Mid-semester **progress reports**: These reports are less formal in structure and are designed to give both parents and students information regarding current student performance. Known as a “settling in” report in primary with a focus on strengths and areas to work on
- Primary students who join during an academic year are given a “settling-in report” as above after they have been at school for nine weeks
- November - **Three way conference**: This opens the way for communication throughout the year between parents and the school
- January - **Semester reports**: These are comprehensive and cover all the curriculum areas taught as well as provide an opportunity for students to reflect and set personal goals for the following semester.
- February - IGCSE and DP **mock examination grades** (grades 10 and 12): Due to the significant impact of IGCSE and IBDP exams on the academic future of students, it is important that students use mock exam results to make adjustments in their exam preparations
- April - **Mid-semester progress reports** (if necessary):  
These are given when:
  - A child is new to the school
  - A student has had some ongoing support structures in place and regular reports are required - this must include all those receiving SEN or EAL support and these reports can be written by those teachers providing the support in conjunction with the classroom teacher
  - A student has shown a marked change - positive or negative in their academic progress
- April - **Student-led conferences**: Students present themselves as a learner to their parents.

- April/May - The **PYP Exhibition** at the end of Grade 6: This is the culminating project of the PYP
- May - The **MYP Personal Project** in Grade 10: This is the culminating project of the MYP; to be implemented in 2020
- June - **Semester 2 reports**: These are comprehensive and cover all the curriculum areas taught as well as provide an opportunity for students to reflect and set personal goals for next year.
- Parent' conferences (as needed)
- Emails to parents (as needed)

### Use of wider data

International Student Achievement for grades 3-10 completed at school every year, provides three dimensions of information.

1. Further information on areas of concerns and direction of intervention.
2. Identification of high achieving students so strategies can be put in place to further extend and develop these students.
3. Identifies areas of strength and of concern relating to the standards delivered by ABIS curriculum.

### Interquest

InterQuest is a two-hour online questionnaire and aptitude test designed to help our Grade 9 students identify their personal strengths and interests. It is neither an IQ test nor an examination, but simply an assessment that assists students in thinking about IB Diploma course options and for use as a tool for planning future careers.

The comprehensive feedback from the questionnaire-aptitude test is used as a first step to our students' university and career planning. In approximately three weeks after the test students receive a detailed report of test results, including interests, abilities and overall match of suggested careers.

## Terms and Definitions

**Formative Assessment:** refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.

**Moderation:** refers to the checking and unifying of assessment standards. It occurs internally at each grade level to ensure consistency.

**Standardization:** refers to the effort to make sure that all student work is evaluated in a consistent manner across candidates to avoid diminishing their validity and reliability.

**Summative Assessment:** are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.

## Related Documents

This policy refers to / cross-references the following documents:

- [Diploma Programme: From principles into practice. “Developing an assessment policy” section](#)
- [Diploma Programme Assessment procedures \(formerly Handbook of procedures\)](#)
- [Assessment for Learning Informed by Assessment](#)
- [Guidelines for developing a school assessment policy in the Diploma Programme](#)
- [Making the PYP happen: A curriculum framework for international primary education. “A school’s assessment policy” section](#)

## Review Cycle and Revision History

This assessment policy was accepted by the Senior Management on [date].

The next review is scheduled for [date].

The assessment policy and procedures will be reviewed annually by the Learning Development Team.

Version	Committee	Description of changes	Date
1.0	Assessment Committee	Start of review of the current assessment policy	Sept 2017
1.0	LDT -	Significant overhaul of previous policy	Completed April 26, 2018

\*\* Add a reference to Admissions Policy regarding initial assessment for admissions\*\*