



Assessment Policy

@ IPS

Table of contents

IPS Mission, Beliefs and Graduate Profile	03
IB mission statement	04
IB Learner profile	05
Introduction	06
Review Process	06
Policy Review, Roles and Responsibilities	06
Assessment Beliefs and Aims	06
IB Standards and Practices	07
Legal Requirements	07
Types of assessments	08
Special cases	
Failures and probation	
Assessment in the PYP	09
How to assess	
Monitoring Learning	
Documenting Learning	
Measuring Learning	
Reporting on Learning	
Assessment in Middle / High school (6-12)	12
Assessed formative work	
Assessed summative work	
Common rubrics	
Recording	
Reporting	
References	14



THE INTERNATIONAL
PROGRAMS SCHOOL



OUR MOTTO

شعارنا

Learners of today; Leaders of tomorrow; Creators of the future.

مُتَعَلِّمُو الْيَوْمِ، قَادَةُ الْغَدِ، غَمَازُ الْأَرْضِ

OUR MISSION

رسالتنا

IPS empowers today's learners to be internationally minded, lifelong learners, and to use 21st century skills to make a positive difference in the community, the country, and the world.

تَمَكِّينُ مُتَعَلِّمِ الْيَوْمِ لِيَكُونَ ذَا عَقْلِيَّةٍ
دَوْلِيَّةٍ، مُتَعَلِّمًا مَدَى الْحَيَاةِ، مَالِكًا لِمَهَارَاتِ
الْقَرْنِ الْحَادِي وَالْعَشْرِينَ، فَاعِلًا فِي وَطَنِهِ
وَمُجْتَمَعِهِ وَالْعَالَمِ

OUR VISION

رؤيتنا

To be a leading educational community in Saudi Arabia, respectful of the learner's identity, and committed to a global perspective.

مُجْتَمَعٌ تَعَلُّمِي رَائِدٌ فِي الْمَمْلَكَةِ
الْعَرَبِيَّةِ السُّعُودِيَّةِ، يَحْتَرِمُ هَوِيَّةَ
الْمُتَعَلِّمِ، وَيَلْتَزِمُ بِأَمَقِي دَوْلِي

OUR VALUES قِيَمَاتُنَا

EHSAN (Empathy/
Compassion)
الإِخْسَانُ

Respect
الاحْتِرَامُ

Responsibility
المَسْئُولِيَّةُ

Cooperation
التَّآزُرُ



Graduate Profile

International Programs School graduates are academically, intellectually, and technologically competent. Through creativity and innovation, they are able to conceptualize a better approach to problem-solving, analytical thinking, and application. While expressing themselves intelligently and efficiently both orally and in writing. They possess the necessary 21st-century skills to advance to a higher level of education and to be successful in the school of their choice. Furthermore, they can adapt to change and are capable of thinking independently as well as working and engaging in teams, a virtue that is acquired through exposure to a culturally diverse community.

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 Baccalaureate Organization)



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

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.

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.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

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.

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.

OPEN-MINDED

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.

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 in the world around us.

RISK-TAKERS

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.

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.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

© International Baccalaureate Organization 2013

International Baccalaureate® | Baccalauréat International® | Bachillerato Internacional®

Introduction

IPS is an IB World School offering the Primary Years Program (PYP) and the Diploma Program (DP). Our approach to assessment mirrors the objectives of these IB programs. “Authentic assessment engages students and encourages them to take responsibility for their own learning” (Assessment in the PYP: Annotated Samples); in addition, “DP assessment must pay appropriate attention to the higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding, and application).” (Diploma Programme assessment, Principles, and practice)

Assessment is a method for all stakeholders (students, teachers, parents, and administrators) to gather information to inform the learning process. We assess often to find out what students already know and are able to do, helping us determine what the next learning steps are.

Review Process

In the 2020-21 school year, a cross-categorical team of teachers and administrators reviewed the IPS assessment policy and updated it. The assessment policy review team was chaired by Candice Cadran and included Sahar Kilani, Rana Aridi, Sarah Beebeejaun, Sarah Brown, Elaf Al Dossary, Amani Al Zahrani, Somaya Al Nahdi, Diane Molenaar, Riza Navarro, Roberta Cogill, and Hanadi Mustafa. The IPS Assessment Policy is a living document and it will be reviewed every other year to make sure that it reflects the present set of operating conditions at the school. The team indicated will be charged with yearly review and maintenance.

Policy Review, Roles, and Responsibilities

- This policy will be reviewed every other year. The Curriculum Coordinators will lead the revision process in collaboration with all stakeholders to gather information on what shall be revised. This is a living document that can be amended throughout the year to respond to the students' needs.
- The senior administrative team is responsible for communicating the policy to all stakeholders and ensuring that the policy is being implemented.
- The senior administrative team is responsible for teacher observations to ensure practices are being implemented in accordance with the policy.

Assessment Beliefs and Aims

We agree that assessment at IPS:

- is viewed as an essential part of the learning process
- is the foundation of all planning, teaching, and learning (backwards design)
- monitors progress toward relevant student goals and provide motivation to learn
- includes both formative and summative approaches
- uses a variety of strategies and tools to gather evidence and inform instruction
- provides feedback to the entire school community
- allows students to apply learning to real-world situations, not just allow for the recall of facts
- promotes student reflection for reporting to parents, teachers, and administrators
- prepares students for IB assessments, universities, and further academic pursuits
- integrates IB learner profile

As an IB world school, IPS is committed to the following IB standards and practices,

Culture 5: The school implements, communicates, and regularly reviews assessment policies to help create a culture of continuous learning and growth. (0301-05)

Culture 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)

Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)

Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)

Culture 5.4: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)

Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

Communicating the Policy

The IPS assessment policy is posted on the IPS website for anyone who would like to review it to easily see; also, it is shared with the parents in the family handbook. The students are informed of the details of the assessment procedures by their subject/homeroom teachers.

During the new teacher in-service each fall, staff members are given an overview of the assessment procedures, further discussions are held within the departments, and IB teachers' meetings.

Types of assessments

Teachers will use a wide variety of techniques and evidence gathering when assessing the progress achieved by students. The assessments will ensure that the tasks set for students are well matched to their individual needs and abilities.

- Formative assessments: inform both teaching and learning. It is concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place and the nature of students' strengths and weaknesses in order to help develop students' understanding and capabilities.

Classroom-based assessment, which will provide means to measure student achievement that cannot be measured through written exams, constitutes an important chunk of the overall assessment. Project-based tasks, oral work, fieldwork, and laboratory work are a few examples of classroom-based assessment.

- These frequent assessments drive teacher's instruction and identify students' learning needs, their strengths and weaknesses, and provide direct feedback to the learner and inform teacher instruction moving forward.

These assessment strategies will include combinations of ongoing assessments (observation and feedback);

- pre-assessments;
 - self-reflections;
 - performance- and process-based assessments;
 - individual and group projects;
 - portfolios;
 - open-ended tasks
 - quizzes
- Formative Assessment in Elementary School: Formative assessment consists of descriptive feedback, which can be marked; however, this numerical mark must not be calculated into the student's final marking period grade.
 - Formative Assessment Middle School and High School: Formative assessment consists of detailed descriptive feedback. Depending on the nature of the subject, formative assessments can account for up to 10% of the student's final mark for the semester. Reporting of the formative assessment results to the parents and students in a timely manner is extremely important to achieve the purpose of the formative assessment. Recording will be carried out through the IPS student information system platform.
 - Summative assessments (grades 6-12): give an overview of previous learning and are concerned with measuring student achievement. (Source: IB - TOK Subject Guide page 50.) These assessments determine students' understanding and provide an opportunity for students to demonstrate their learning leading to student-initiated reflection and action. Summative assessments are designed through team collaboration and take place at the end of a unit of instruction.
 - Grades 6-12 summatives occur at least three to five times per reporting period (depending on the number of sessions per week) and include the end-of-term final examinations. All summative assessments will be the same for boys and girls; with a minimum of 80% commonality and the remaining 20% composed of a bank of choice questions by the collaborating subject teachers.
 - Internal Assessments
 - IPS will administer whole school Math literacy and Writing assessments each year and results will be analyzed to inform learning.
 - In designing IBDP internal assessment components, student interest, as well as the perspective of internationalism, are taken into consideration. While emphasizing real-life connections in the local context, multicultural understanding is also integrated into the design of the assessments. Teachers are encouraged to use IB internal assessment patterns at all grade levels in middle school and high school. Process rather than product is prioritized to put more emphasis on skills such as analyzing, synthesizing, evaluating, and reflecting.
 - An internal calendar of school deadlines for submission of internal and external assessment components is utilized in the IB Diploma Program. The calendar provides all the information concerning the requirements of the programme for both the teachers and students. The calendar is prepared by the DP coordinator and the principals with the input of the DP teachers. It enables the teachers to see the big picture and takes into consideration the social, emotional, and physical well-being of both the students and teachers.

- External Assessments

Externally assessed examinations: IPS participates in several standardized external summative assessments:

- Measure of Academic Progress (<https://www.nwea.org/map-growth/>) - in the Fall and Spring, all students in grades 3 through 10 participate. MAP Growth is the most trusted and innovative assessment for measuring achievement and growth in K–12 math, reading, language usage, and science. It provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level. IPS administers the math, science, and reading portions of this examination
- Preliminary Scholastic Aptitude Test (PSAT) - in the fall of each year for students in grades 10 and 11, and assessing Evidence-Based Reading and Writing, Reading, Writing and Language, and Math (<https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10/inside-the-test/compare-specifications>)
- Scholastic Aptitude Test (SAT) - at the end of 11th grade and beginning of 12th grade. This test assesses Reading, Writing and Language, Math, and an optional SAT Essay component (<https://collegereadiness.collegeboard.org/sat>)
 - IB2 students (seniors) take IB World Exams to qualify for IB diplomas or certificates

Special cases

- Students with Individualized Educational Programs (IEP) will be assessed according to the IEP. [Inclusion Policy - Link](#)
- If a student is absent and misses a test or assignment, the student has the right to make up the missed work. Students with absences due to skipping school (truancy) or out-of-school suspensions will be allowed to make up missed work for credit with a penalty of up to 10% with principal advice.

Failures and probation

- Students may not be given a failing grade on a report card unless the parent has received a documented notice indicating that that student is failing. Parents of students experiencing any difficulties MUST be informed of these challenges.
- Students will be provided with support as defined in the [Language Policy](#) and [Inclusion Policy](#).
- A Middle or High School student who receives two or more unsatisfactory grades (below a C-), or one failing grade (F) will be put on academic probation.
- Students on probation might be limited in their co-curricular participation until academic performance is at the C or better level, as per the principal's discretion.

Assessment in the PYP

The purpose of assessment at IPS is to inform learning and teaching in order to improve student learning. It involves the gathering and analysis of information about student learning to inform teaching practice. It identifies what students know, understand, and can do at different stages in the learning process.

At IPS we believe that assessment is integral to all teaching and learning. It is central to the Primary Years Programme (PYP) goal of thoughtfully and effectively supporting students through the PYP essential elements of learning:

- The acquisition of subject-specific knowledge and skills,
- The understanding of concepts & conceptual understanding
- The development of approaches to learning
- The development of the learner profile attributes
- The decision to take action

The significant content identified by the school supports the outcome of students becoming internationally minded.

How to assess

PYP assessment has four dimensions: monitoring, documenting, measuring, and reporting on learning. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching.

Monitoring Learning

Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria. It occurs daily through a variety of strategies: observation, questioning, reflection, discussing, and learning with peers and teachers. Tools used for monitoring include open-ended tasks, written or oral assessment, and a learning portfolio.

Documenting Learning

The document of learning is the completion of the evidence of learning. Documentation of learning is shared with others to make learning visible and apparent. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria.

Measuring Learning

The measuring of learning aims to capture what a student has learned at a particular “point in time”.

Tools used at IPS:

- DRA Benchmark: DRA Benchmark assessments take place at least twice a year, kindergarten through grade 4. Students are assessed on reading fluency and comprehension. Data is used to differentiate instruction based on individual reading levels.
- MAP Measure of Academic Progress (<https://www.nwea.org/map-growth/>) - in the Fall and Spring all students in grades 3 through 10 participate. MAP Growth is the most trusted and innovative assessment for measuring achievement and growth in K–12 math, reading, language usage, and science.
- Internal math and writing Assessment Varied assessments based on multiple data points derived from teachers’ analysis

Reporting on Learning

Reporting on learning informs the learning community and reflects on the question “How well are we doing?” Reporting at IPS involves all stakeholders, mirrors our school mission, is clear and easy to interpret, and allows for reflection from the entire school community.

Student-led conferences

Student-led conferences take place in the spring once a year with the purpose of information sharing between students and parents. Students communicate their goals and achievements directly with parents by reflecting on previously chosen work samples from their units of inquiry.

In autumn there will be parent-teacher conferences in order to allow teachers and parents to openly discuss student progress and student needs.

Portfolios

Portfolios are used to show evidence of student learning and to show growth over time. Evidence is collected by the teacher and the student to show development and reflection across the five essential elements of the PYP. Portfolios may be digital or hard copy and are managed by the student with teacher guidance. Portfolios include:

- Reflection on units of inquiry
- Learner profile reflections
- Writing sample
 - English version (one sample for each unit of writing)
 - Arabic version
- Math Literacy problem-solving sample (evaluated using the school-wide math literacy rubric)
- Other assessed samples from specialist subject teachers

DRA Benchmark

DRA Benchmark assessments take place at least twice a year, at the beginning and the end of the school year. Teachers have the option to administer the DRA more often based on students' needs. This will be administered from grades 1 to 5 and in the spring of KG2. kindergarten through grade 5. Students are assessed on reading fluency and comprehension. Data is used to differentiate instruction based on individual reading levels.

Report cards

Report cards are issued three times per year. Students are assessed on skills using a 5 point continuum. Teachers and students reflect on practices to provide written commentary as well.

1	2	3	4	Exceeds Expectations
Student requires consistent support in order to meet expectations.	Student requires support to meet expectations.	Student progress is approaching expectations.	Student progress is meeting expectations.	This will be noted in the narrative.

Exhibition

At IPS students in Grade 5 demonstrate their understanding of the program through engagement in the Exhibition. The Exhibition represents the culmination of who our students are as learners and demonstrates what they achieved in all areas of the PYP. The 5th graders explore local and global issues as well as learn to make connections and dig deeper. Students work together to conduct an in-depth inquiry where they identify, investigate and find solutions to real-world problems. The Exhibition is shared with the IPS community.

Assessment in Middle / High school (6-12)

IPS students are responsible for the active participation in their own learning. Homework requires students to spend time outside the classroom in assigned learning activities. At IPS the purpose of homework is to practice, reinforce, or apply acquired skills and knowledge. Homework will develop regular study skills and the ability to complete assignments independently.

Aims

- To contribute toward building responsibility, independent work habits, self-discipline and lifelong learning habits.
- Assure parents of IPS commitment to challenging student learning.
- Provide students with the opportunity to apply information they have learned, complete unfinished class assignments, and promote independent enquiry.

Procedures

- Teachers will assign homework that is meaningful to the taught curriculum, ensuring that assignments are relevant, challenging and meaningful and that reinforce classroom learning objectives.
- Cohort teachers will ensure the amount of homework is balanced between subjects.
- Assigned homework will expect academic effort and extend study skills.
- Elementary grades are given between 30 and one hour of homework per evening.
- Grade 6 to 8 are given 60 to 90 minutes of homework per evening.
- Grades 9 to 12 are given approximately 2 to 3 hours of homework each evening.

Assessed formative work

- Assessments will be marked according to rubrics familiar to the students, these rubrics should be shared with students at the beginning of each unit to ensure students' understanding of their task.
- Numerical grade or descriptive feedback, written or oral, should be communicated to students as soon as possible.
- Early on, students are forming understandings about learning, mistakes will be made, opportunities for students to learn from these misunderstandings and errors (makeups) are valuable components of the assessment and reporting process.

Assessed summative work

- Teachers must submit their marking period final assessment plans and mark scheme/ rubric to their principal no later than 2 weeks before the start of assessment week.
- All marking period summative assessments (e.g. unit tests, culminating projects or RAFTs, presentations, or complete lab reports) have the same weight.
- All marking period summative assessments are clearly linked to the curriculum and stated learning outcomes and objectives.
- Feedback to improve learning, teaching, and assessment is noted in unit plans reflections to assist in curriculum improvement from year to year.
- The assessment calendar is used to track summative assessments in grades 6-8 and 9-12. The assessment calendar functions on a "first come, first served" basis. Teachers are encouraged to speak directly to colleagues when conflicts regarding assessments arise and work to solve the scheduling conflict in the best interest of the students. When conflicts require intervention, the division principal will intercede and has the final say in assessment scheduling.

Common rubrics

- Writing sample (evaluated using 6+1 rubric) - English version; Arabic version
- Math Literacy problem-solving sample (evaluated using the school-wide math literacy rubric)

- In Science, rubrics are created to help students meet the required skills for writing lab reports
- Internal assessments - IB rubrics are used

Academic Integrity - link

Academic dishonesty does not fall under the umbrella of behavioral disruption, as described in the Assessment Policy, and therefore carries grade-related consequences.

Recording

All formative and summative assessment results along with student behaviour issues will be recorded on the Plusportal (IPS student information system) platform.

Reporting

- In middle and high school percentages are converted to the appropriate letter grade for reporting.

Letter range	IPS %
A+	96.5 - 100
A	92.5 - 96.4
A-	89.5 - 92.4
B+	86.5 - 89.4
B	82.5 - 86.4
B-	79.5 - 82.4
C+	76.5 - 79.4
C	72.5 - 76.4
C-	69.5 - 72.4
D+	66.5 - 69.4
D	62.5 - 66.4
D-	59.5 - 62.4
F	49.5 - 59.4
Round up to 49.5	0 - 49.4

- Learning outcomes are reported to parents mid-marking period employing a student-led conference, and at the end of the marking period through a report card.
- Reporting on learning could include planner communication; teacher-parent phone conversations; emails or web-based communication; teacher-student conferences; student-led parent conferences; formal report cards (by marking period); descriptive feedback; and portfolios, among others.

References

- *"Annotated Samples." Assessment in the PYP. IBO, n.d. Web. 2017.*
- *ISA - International Schools Assessment. Australian Council for Educational Research, n.d. Web. 2017*
- *SAT Suite of Assessments. The College Board, 05 June 2017. Web. 2017.*
- *The Diploma Programme: From Principles into Practice. Cardiff, Wales: International Baccalaureate Organization, 2010. Print.*

**IPS is an IB World School offering
the Primary Years Program (PYP) and
the Diploma Program (DP).**