

Assessment Policy



**The Arab Evangelical Episcopal Church Council
(Ahliyyah & Mutran)**



Assessment Policy

Philosophy:

- Aligned with our mission, our assessment policy stems from our endeavors to empower young learners to realize their full potential. Assessment is a celebration of the holistic journey of learning and personal growth. It is an ongoing process that focuses on the learner and is an indicator of the different levels and layers of learning, both for the teacher and the students. Assessment is an opportunity for all parties involved to better reflect on learning. Through our varied assessment activities, which tap on the cognitive, affective, and psychomotor domains and cater for multiple intelligences, we seek an authentic measure for the acquisition of knowledge, concepts, and skills.

Practices and Principles:

- Assessment constitutes an integral and continuous part of the planning, teaching, and learning processes.
 - Teachers are expected to link planning, teaching, learning and assessment.
 - Teachers are expected to assess student learning regularly against the objectives and assessment criteria specific to each subject.
 - Teachers are expected to design and implement appropriate learning activities, based on analysis of students' performance, in order to promote the learning of all students.
 - Teachers document all measures taken during the whole process.
- Assessment is a series of interrelated experiences that enhance the learning process.
 - Teachers are expected to assess prior knowledge before starting instruction.
 - Teachers are expected to use varied formative and summative assessment tools and strategies to cater for the individual student.
- Assessment is an opportunity for all parties concerned to reflect on learning
 - To help them reflect on their own learning, teachers provide students with opportunities to both peer and self-assess their learning and progress.
 - The school provides students with continuous feedback on their learning.
- Assessment is twofold: summative assessment, which aims at determining the overall achievement of students, and formative assessment which aims at identifying the learning needs of students to support learning.
 - Teachers are expected to specify the knowledge, concepts, skills, and actions that must be assessed, while providing clear assessment criteria.



- Teachers use assessment results to make decisions regarding student learning and adjust their plans accordingly.
- The school has systems in place to record, analyze, and report assessment.
 - Teachers are expected to follow school instructions pertaining to recording and reporting of assessment data.
 - Teachers are expected to analyze the results of assessment, to monitor students' acquisition of knowledge, concepts, skills, and decisions to take action and to provide them with prompt feedback about their learning and progress.
- The assessment policy is communicated to all members of the school community.
 - Teachers are expected to communicate effectively and promptly with parents about students' learning and progress.
 - Teachers are expected to communicate effectively with teachers of the same subject, subject coordinators/leaders, and program coordinators about students' learning and progress.

Policy Implementation: Roles and Responsibilities:

- Teachers should abide by the guidelines laid out in the Practices and Principles section of the Assessment Policy.
- Subject Coordinators' role is to supervise teachers and how they abide by these guidelines. They are also responsible for the training of new teachers and familiarizing them with the assessment policy.
- Program Coordinators oversee the overall implementation of the assessment policy on a school-wide basis. They are responsible for evaluating and reviewing the assessment policy and practices when needed.

Training of New Teaching Staff:

- Meetings are held at the beginning of each year between teachers of each division and program coordinators to introduce and discuss the assessment policy. Teachers are also introduced to the different assessment strategies and tools that can be used.
- The school guides teachers through the process of reporting assessment using report cards. These sessions aim at guiding teachers on how to use the policy, including how to use the



performance indicators in describing the work of students for formative and summative assessments as well as for the report cards.

Assessment in the Middle Years Programme (MYP) and the Primary Years Programme (PYP)

Principles of Assessment:

- Students must be able to use and apply their knowledge and skills to comprehend, analyze and evaluate new situations and contexts. Students are also expected to create new designs and constructs based on their learning. Students need to understand assessment expectations, standards and practices, which teachers can introduce early and naturally in teaching, as well as in class and homework activities. All constituents, including students, teachers, parents, and administration, should have a clear understanding of the purpose for assessment, what is being assessed, the criteria for success, and the method by which assessment is administered.
- Assessment is central to the goal of thoughtfully and effectively guiding students through the five essential elements of learning:
 - Acquisition of knowledge
 - Understanding concepts
 - Mastering skills
 - Development of learning experiences
 - Decisions to take action

In the PYP:

- The assessment component can itself be subdivided into four closely related areas.
 - Monitoring is to check the progress of learning against personal learning goals and success criteria.
 - Documenting learning is to gather the evidence of learning.
 - Measuring learning is to capture what a student has learned at a particular point in time.
 - Reporting on learning is to describe the progress and achievement of the students, identifying areas for growth, and contributing to the efficacy of the programme.



Monitoring:

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 learning with peers and teachers, and well-considered feedback to feed forward for the next steps in learning.

- Tools used for monitoring include:
 - open-ended tasks
 - written or oral assessment
 - learning portfolio.

Documenting:

- Documenting of learning is the compilation of the evidence of learning. Documentation can be physical or digital and can be displayed or recorded in a variety of media forms. 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.
 - Students and teachers can document learning goals, questions, reflections, and evidence of learning using a variety of formats.
 - **Reflection journals:** These are used to record feedback and reflections of ongoing learning.
 - **Learning stories:** Narratives that document an instance when the learner shows knowledge, conceptual understandings, or skills.
 - **Portfolios:** A collection of students' work that can also contribute to reporting.



- **Documentation tools teachers use include:**
 - Rubrics: An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. In PYP, rubrics can be developed by students as well as by teachers.
 - Anecdotal records - brief written notes based on observations of students used for reflection on student learning and formative assessment.
 - Continuums - provide visual representations of developmental stages of learning and show a progression of achievement that identify where a student has reached in relation to that learning process.
 - Examples/exemplars - samples of students' work that serve as concrete standards against which other samples are judged.
 - Checklists - lists of attributes or elements that are useful when used formatively as they are applied to teachers and students, for formative assessment and reflection on ATL skills.

- **Measuring:**
 - The measuring of learning aims to capture what a student has learned at a particular point in time. Not all learning can be, or needs to be, measured. Each measurement tool used provides further data to support a larger picture of student achievement and progress in learning.
 - Teachers use a range of assessment tools and strategies to compile the most comprehensive picture of student progress and achievement over time. This includes the participation of the student within the process, which builds their assessment capability. Each tool and strategy chosen provides the learning community with accurate and accessible data on each student's learning.

- **Measurement tools teachers use include:**
 - Observations: All students are observed often and regularly, with the teacher taking a focus varying from wide angle (for example, focusing on the whole class) to close up (for example, focusing on one student or one activity), and from nonparticipant (observing from without) to participant (observing from within)
 - Selected Response: Single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.
 - Open-ended Tasks: Situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram, or a solution.
 - Performance Assessment: Students participate in presentations, demonstrations, performances, speeches, exhibitions, role-play, research report and debate.



- Communication: Types of communication assessments include interviews, question & answers, and conferences.
- Reflection: Students use journals and student portfolios to write reflections.

- **Reporting**
 - Reporting assessment includes communicating what students know, understand, and can do. Reporting involves parents, students, and teachers as partners and is comprehensive and understandable to all parties.Reporting to parents, students and teachers occurs through:
 - The portfolio
 - Written report cards
 - Student-led conference
 - Teacher-student conference
 - Teacher-parent(s) conference
 - Three-way conference
 - Open day (Parents' Information Day)
 - The exhibition

- **Reporting to Parents**
 - Open Day: First (Parents') Introductory meeting
 - Parents gain information about the school from teachers, coordinators, the head of division, and the head of school regarding the curriculum and classroom routines.
 - Documentation of Individual and Group Learning Engagements:
 - Teachers listen, observe and document children's thinking and learning and present it to the school community in a variety of ways such as the learning journal and anecdotal records.

- **The PYP Exhibition:**
 - Grade 5 is a special year in the PYP. Students prepare for an exhibition, which is a showcase of the concepts, knowledge, skills, and action they have earned during their years in the PYP. During the exhibition, the students are engaged in a collaborative, trans-disciplinary inquiry process that involves them in identifying, investigating, and offering solutions to real-life issues or problems. The exhibition will vary from year to year, but will include examples of students' written work, oral presentations, use of ICT, and performances or compositions developed through the Arts subjects.
 - Students' work during the exhibition will be assessed using both formative and summative methods to show the level of student understanding and achievement. The entire school community joins in the celebration of the exhibition.



- **The Student Portfolio:**
 - The student E-portfolio is on Toddle platform. The parents and students can always view the students' work, and they fill in their feedback after the end of each unit. The portfolio is an important part of the PYP evaluation process. The portfolio gives an overview of students' achievements and accomplishments as they progress through the curriculum. A portfolio will contain:
 - Examples of students' work.
 - A self-evaluation by the student if appropriate
 - The student portfolio will be used to direct the student-led conference.

- **Written Report Cards:**
 - Parents receive a written report of their child's progress three times a year, in November, March and June.

- **Student-led Conferences:**
 - Grades KG 1-5 share their learning experiences with their parents. Students are in charge of guiding parents through their portfolios.

- **Teacher-student Conferences:**
 - Such conferences are designed to give students feedback so they can reflect on their work and further refine and develop their skills.

- **Three-way Conferences:**
 - In such conferences, students discuss their learning and understanding with their teachers and parents, thus the three-partite conferences. Students are responsible for reflecting upon work samples they have chosen to share. The student, parent(s) and teacher collaborate to identify the student's strengths and areas for improvement. This may lead to setting new goals with all parties deciding conjointly how they can support the achievement of these goals.

- **Parent-teacher Conferences:**
 - Parents will be invited to meet with the class teacher to discuss their child's progress. The teacher will lead the conference using student work and / or the student portfolio.



| | Assessment for learning | Assessment of learning | Assessment as learning (Clark 2012; Earl 2012) |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Purpose | Also known as formative assessment. Its goal is to inform teaching and promote learning. | Also known as summative assessment. Its goal is to certify and to report on learning progress. | As part of the formative process, its goal is to support students in learning how to become a self-regulated lifelong learner. |
| Timing | It is conducted throughout the learning process. It is iterative and interactive. | It is typically conducted at the end of a unit, year level or developmental stage, or programme. | It is conducted throughout the learning process. It is iterative and interactive. |
| Features | <ul style="list-style-type: none"> Student Involvement Quantitative and qualitative data Written and oral artifacts Observations and feedback Questionnaires Teacher/student dialogues/conferences Context-based Informal Indication of process Indication of knowledge/skill application | <ul style="list-style-type: none"> Limited student involvement Quantitative data Tests, exams, standardized tests Indication of skills and knowledge acquisition or mastery Based on teacher judgment Norm- or criteria-referenced | <ul style="list-style-type: none"> Students are active agents in their own learning by developing and using meta-cognitive strategies to: <ul style="list-style-type: none"> • plan learning goals • monitor goals • reflect in order to modify learning and to adjust learning. |

• In the MYP:

The assessment component can itself be subdivided into three closely related areas:

- Assessing: how we discover what the students know and have learned
- Recording: how we choose to collect and analyze data
- Reporting: how we choose to communicate information

Assessing:

- The assessment of the students' development and learning is an essential component of the curriculum and helps to inform continued development, learning and teaching. Students are observed in a variety of situations and a wide range of assessment strategies are implemented throughout the school year. Teachers use a range of formative and summative assessments, which help to demonstrate student achievement.



Types of Assessment:

- **Pre-Assessment:**

At the beginning of each Unit, teachers assess students' prior knowledge and experience before embarking on new learning experiences. It is not necessary to adhere to certain assessment tools or specific criteria for this type of assessment.

- **Formative Assessment:**

- Formative assessment is interwoven with learning. It helps teachers and students find out what the students already know and can do and, therefore, it provides information that is used for teachers to plan the next stage in learning. Formative assessment and teaching are directly linked and function purposefully together.
- Formative assessment aims to promote learning by giving regular and frequent feedback to the students throughout the learning process. This process helps learners to improve their knowledge and understanding, to foster self-motivation and enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success.

- **Summative Assessment:**

- Summative assessment aims to give teachers and students a clear insight into students' understanding.
- It is the culmination of the teaching and learning processes and gives the students opportunities to demonstrate what has been learned. Summative assessment informs and leads to improvement in the teaching process and student learning; it measures understanding of knowledge, key concepts, strategies, skills, and leads to action.
- During collaborative planning, teachers decide on the tool and strategy appropriate to the age group. They use a previously agreed upon key with performance indicators and a detailed description of each one of these indicators to assess students. This assessment is descriptive and reflects students' performance and can be transferred to numerical marks for recording with the Jordanian MoE.



Recording:

- Assessment strategies are the methods or approaches that teacher use when gathering information about students' learning. Teachers record this information using a variety of instruments.
- Tools teachers use are the same as the PYP (documentation tools):
- **Assessment** strategies teachers use include:
 - Same assessment strategies mentioned above in the PYP measurement tools
 - Process journals: to demonstrate higher order thinking and conceptual understanding through meaningful and purposeful reflection



MYP assessment criteria:

- MYP teachers assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme.
- The MYP assessment criteria across subject groups can be summarized as follows.

| | A | B | C | D |
|-------------------------------|--------------------------------------|---------------------------------------|---------------------------|---------------------------------------------|
| Language and Literature | Analysis | Organizing | Producing Text | Using language |
| Language Acquisition | Comprehending spoken and visual text | Comprehending written and spoken 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 analyzing | Developing Ideas | Creating the solution | Evaluating |
| Personal Project | Planning | Applying skills | Reflecting | |
| Interdisciplinary | Evaluating | Synthesizing | Reflecting | |

- The school reports students' progress towards the MYP objectives using the prescribed subject-group assessment criteria at least twice a year.



- The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught. They encompass the factual, conceptual, procedural, and meta-cognitive dimensions of knowledge.

Determining achievement levels:

- At the end of a period of learning, teachers make judgments on their students' achievement levels in each subject-group criterion. To determine these achievement levels, teachers gather sufficient evidence of achievement from a range of learning experiences and assessments. Teachers need to ensure that this evidence comes from the performance of the student over the duration of the units taught.
- Teachers use their professional judgment in determining the descriptor that best fits the student's performance and award the numerical level accordingly (out of 8 for each criterion). At the end of the school year, the student's final achievement levels in all criteria of the subject are added together in order to determine the criteria total (out of 32) and an MYP grade (1-7). The MYP criteria total will be converted to percentages to be reported to the Ministry of Education.
- The following table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

| 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 demonstrated 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 real-world situations. |



Reporting:

- **Interim reports**

- These reports are only for students who are struggling in certain subjects and in danger of failing. Parents might be requested for an interview to discuss student progress and strategies for improvement.

- **Terms Reports**

- **A Progress Report**

This report specifies whether a student is meeting expectations. It goes out to parents in the middle of each semester. Although the reporting might not cover all criteria for each subject the progress report serves as more of a check-in. It is often the first formalized contact between parents and teachers in each semester.

- **A Report on Achievement**

This report indicates the student's level of achievement in all their MYP courses and after assessing all criteria. In addition, it indicates the IBMYP grade level using a scale from 1-7. The report goes out to parents at the end of each semester.

- **Parents' Meetings**

- Parents' meetings are held twice per year at the end of the first and second terms to allow teachers and parents to discuss students' performance, needs and strategies for improvement.
- Meeting dates are published in the school calendar.
- If a parent is unable to attend Parents' meeting or does not have the opportunity to talk to a specific teacher, alternate arrangements can be made with that given teacher or teachers.



Home Learning Policy:

- A prior schedule for homework is set by homeroom teachers and agreed on by the Language teachers so as not to overload students with too many assignments. Students will not be assessed based on their performance while doing these assignments. Some assignments are electronically sent. Weekends are used for extensive reading in Arabic and English.
- **The Personal Project:**
 - The personal project formally assesses students' approaches to learning (ATL) skills for self-management, research, communication, critical and creative thinking, and collaboration. The personal project report is assessed against the personal project criteria. Assessment for the MYP personal project is criterion-related; it is assessed based on three criteria that are equally weighted. When awarding criterion level totals, supervisors must base their judgment of student achievement entirely on the completed candidate work that is to be presented for moderation. The final grade for the project will be between 1-7 according to the boundaries set by the IB.
 - Supervisors must ensure that all student work submitted for external assessment is prepared according to IB requirements. In particular, students and supervisors are responsible for understanding all IB academic integrity requirements, especially those relating to authenticity and intellectual property. Supervisors must explain clearly to students and parents that all work submitted for school-based assessment—including MYP personal projects—must be the candidate's own authentic and individual work.
 - Reports are graded by supervisors, internally moderated, and externally moderated by the IB. It is reported to students as an independent subject after internal and external moderation by the IB. Personal Project supervisors report ATL descriptors proficiency level twice a year.

● Assessments in the IBDP:

- Teachers employ a variety of assessment strategies including written tests/exams, performance-based assessment, observation, communication, and self-reflection. Assessment tools that track progress of the learning process include rubrics and anecdotal records. Continuous feedback is given on assessments and progress of learning throughout the semester.



Mark Division in School Transcripts:

- The following table illustrates the division of marks for each year:

| First Semester | | | Second Semester | | | Year Average |
|----------------|-------------|----------------------------|-----------------|-------------|-----------------------------|--------------|
| First Mark | Second Mark | End of First Semester Exam | First Mark | Second Mark | End of Second Semester Exam | |
| 30% | 30% | 40% | 30% | 30% | 40% | |

- It is necessary to abide by the following instructions:
 - Each end of semester grade should be inclusive of at least 2 summative assessments.
 - Assessments should include written tests/exams, performance-based tasks, research, observation, and reflection.
 - Written test/exams must assess higher level thinking skills such as: application (employing knowledge learnt), analyzing information and synthesizing it, problem solving, creating and communication skills.

Assessments:

- Grade 11:
 - Internal weekly/monthly quizzes or exams
 - Internal comprehensive End of Semester and End of Year exams
- Grade 12:
 - Mock exams are held in February or March. These exams are internally assessed.
 - External exams are held in April and May.
 - Internal assessments are completed per subject under subject-specific criteria. Departments moderate these assessments. IB chosen samples are uploaded to IBIS.



School Reports:

- School reports consist of three documents:
- Transcripts: are available for parents and students to view throughout the year on Education.
- Performance progress reports are teacher's written comments, which are descriptive and meaningful so that they benefit both parents and future teachers. They must include the strengths of each student and the specific areas needing development. Comments should reflect a positive attitude. They are placed in the student's file and sent to both students and parents through email. It refers to the student's overall behavior as well as their performance in a specific subject area. If a student receives a 3 or below, which is a failing grade, he/she is given a performance progress report indicating that the student is not passing that subject.
- Performance progress reports are also sent to students who show great progress and improvement in academic performance and behavior in a specific subject area.

Diploma Programme Grades:

- Transcripts for the DP are given on a scale from 1-7.
- Grade boundaries in the DP are modified on a yearly basis to reflect the official boundaries of the previous examination session.
- Assessment is aligned with the requirements of the Diploma Programme.

Assessments in the IBCP:

- DP subjects studied as part of the CP follow the Assessment Policies for the IBDP.
- BTEC subjects follow the assessment outlined in the Internal Verification and Assessment Policy.



- **References**

- International Baccalaureate Organization. 2015. Diploma Programme: From principles into practice. Geneva, Switzerland.
- International Baccalaureate Organization. 2015. What is an IB education? Wales, UK.
- International Baccalaureate Organization. 2018. PYP resources, Learning and teaching, assessment. Wales, UK.
- International Baccalaureate Organization. 2021. MYP: From principles into practice. Wales, UK.

NOTE: All school policies are reviewed and updated at the end of every academic year by the Language Coordinators, Programme Coordinators and Heads of Section. Those interested in joining the revision committee are invited to do so when the opportunity is advertised.