



Assessment Policy

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PURPOSE

The purpose of this assessment policy is to ensure that assessments within Beacon Private School are valid, reliable, and unbiased, and to support teachers in improving their teaching practices. This policy outlines BPS assessment principles for developing and implementing a variety of assessment methods that promote learner's learning and enhance teaching practices. The policy also addresses reporting and analysis of assessment data to inform teaching and learning throughout the school.

SCOPE

The assessment policy applies to all learners, teachers, and members of the Learning Leadership Team in BPS, and covers all aspects of assessment, including diagnostic tests, formative and summative assessments, and external assessment administered by the school. The policy applies to all subjects and grade levels and is aligned with the adopted learning standards.

REVIEW PROCESS

The assessment policy is reviewed annually by the Learning Leadership Team which consists of the Head of School; Principal; IBDP Coordinator; Secondary, Elementary and Early Childhood Coordinators; Subject Leads; and Assessment Coordinator to ensure alignment with the school's mission, the MOE requirements, the adopted learning standards, and the IB's Guidelines (for grades 11 and 12), to incorporate the most current best assessment practices, and to ensure that it remains relevant and effective in enhancing teaching and learning throughout the school.

AVAILABILITY

The most up-to-date version of this policy is accessible to all stakeholders on the school website. Additionally, teachers can find this policy in the Team Teachers' Group.

COMPLIANCE AND RESPONSIBILITY

All teachers and staff are expected to comply with the assessment policy and adhere to the guidelines and procedures stated within it. The policy requires that assessments throughout BPS are fair, unbiased and aligned with the adopted learning standards. Changing anything in this policy must be approved by the Head of School and Principal. Failure to comply with the policy may result in corrective measures such as professional development or disciplinary action as deemed necessary.

GENERAL STATEMENT

Learning at Beacon Private School (BPS) is enabling lifelong skills in which assessment plays a major role. At BPS, assessment is used daily to offer direct feedback to learners about their learning as well as informing the parents about the achievements of their children. Assessment for Learning at BPS is ongoing and continuous. Formative assessment tools are purposeful, differentiated and linked to the curriculum standards. Teachers use a wide range of assessment strategies to ensure that the learners are capable of

continuously applying Conceptual, Competence and Character Learning (3C's) and that the desired learning outcomes are being met. Teachers then use these assessment evidence, or the documentation of learning, to adjust teaching and learning on an ongoing basis to meet the learners' academic and social development needs. Assessment is used to support and encourage a positive attitude towards learning as well as to inform teaching.

ASSESSMENTS PRINCIPLES

BPS believes that:

- Every learner learns in diverse ways, and it is important to provide a flexible and differentiated program of instruction.
- Learning is a lifelong experience, and the focus should therefore be on skills rather than content.
- Assessment is daily and ongoing.
- Formative assessment is the most essential element in the feedback cycle.
- Keeping parents informed of learner progress and potential challenges is an essential component of the learning cycle.
- Assessment should always be used to support, encourage, and help develop learner understanding.
- Assessment can take place in many contexts and in many forms, however learners should always have clear objectives and assessment criteria to work with.
- Learners should take an active part in the assessment process, through self-assessment, peer assessment and regular individual reflection.
- Summative assessment, at the end of a module, unit or project, should be used as only one part of a final holistic assessment of learner progress.

TYPES OF ASSESSMENTS

Formative assessment

Purpose: To obtain evidence and information on the learners' progress in order to inform teaching and learning. Formative assessments are for learning and enable learners to reflect upon feedback and progress.

Frequency:

- Ongoing and continuous; during the daily teaching and learning process.



Examples:

- Exhibitions, presentations, and performances.
- Oral presentation either in class or during celebrations of learning.
- Process journals, developmental workbook.
- Short and long essay questions, end of module GRASPS assessments.
- Practical assessments (experiments, art products, investigations)
- Self and or peer assessments/ evaluations.
- Interdisciplinary modules.
- Open ended tasks.
- Portfolio development.
- Reading records.
- Anecdotal records.
- Extended Learning Opportunities (ELO).

Summative assessment

Purpose: To obtain evidence and information on the learners' attainment to inform teaching and learning.

Frequency:

- At the end of teaching and learning process; could be at the end of a module, unit, project or semester.

Examples:

- Written subject assessments.
- Unit/Module tests
- Practical assessments (experiments, art products, exhibition, performance).
- End of semester assessments (End of semester assessments are moderated at the end of each semester – refer to the moderation section below)

External assessment

BPS learners will participate in external assessments for benchmark and reflection purposes, which will include the following:

- Learners in grade 4 and grade 8 will have the opportunity to participate in the TIMSS assessment every 4 years including both Mathematics and Science.
- Learners in targeted grade levels will complete 3 MAP assessments per year to look at development in Math, reading, language usage, and Science.
- Learners in grades 1 to 10 will be provided with the chance to take the Arabic Benchmark Test (ABT) to evaluate their competence in the four primary language skills: Reading, listening, writing and speaking.



- IBDP learners in grade 12 will set for the IB examinations by the end of April/beginning of May as per the IB regulations.

Diagnostic assessment

The external assessments listed below will be performed every September as diagnostic test, and the results will be utilized to enhance teaching and learning practices.

- The MAP assessment will serve as a diagnostic test for English, Math and Science.
- The Arabic Benchmark Test (ABT) will serve as a diagnostic test for Arabic.

REPORTING

Reporting Processes

The findings of BPS formative and summative assessments are reported via the following channels:

- Report cards (Progress reports and end of semester reports via Managebac)
- Portfolios
- Learner-Led Conferences
- Three-Way conferences
- Direct communication with parents (via phone or email)

Learning Descriptors

Accomplished: The learner consistently demonstrates **excellent** levels of mastery of the relevant curricular knowledge, concepts, and competencies or **exceeds** its expectations. He/she can apply his/her understanding in a **wide range** of **familiar** and completely **unfamiliar** situations **independently**.

Highly Competent: The learner demonstrates **very good** levels of mastery of the relevant curricular knowledge, concepts and/or competencies. The learner can apply his/her understanding in a **wide range** of **familiar** situations **independently**.

Competent: The learner demonstrates **good** levels of mastery of the relevant curricular knowledge, concepts and/or competencies. The learner can apply his/her understanding in a **range** of **familiar** situations **independently**.

Highly Developed: The learner demonstrates **sufficient** levels of mastery of the relevant curricular knowledge, concepts and/or competencies. The learner can apply his/her understanding in **familiar** situations **independently**.

Developed: The learner demonstrates **adequate** levels of mastery of the relevant curricular knowledge, concepts and/or competencies. The learner can **sometimes** apply his/her understanding in **controlled** situations **independently**.



Emerging: The learner demonstrates **some** levels of relevant curricular knowledge, concepts and/or competencies. The learner can apply his/her understanding with support in controlled situations.

Beginning: The learner is **starting** to demonstrate **limited** level of knowledge, concepts, or competencies of the relevant curriculum expectations with **consistent support** in **controlled** situations.

Table: Learning descriptors and school assessment scales

Learning Descriptors	Percentage Scale	Letter Grade
Beginning	Less than 60%	F
Emerging	60% to 69%	D
Developed	70% to 74%	C
Highly Developed	75% to 79%	C+
Competent	80% to 84%	B
Highly Competent	85% to 89%	B+
Accomplished	90% to 94%	A
	95% & above	A+

Emerging is the threshold for *passing* and competent is the *proficiency* threshold.

LEARNER DEVELOPMENT RUBRIC

Learners are assessed on how frequently they demonstrate these Learner Development traits.

4 | CONSISTENTLY 3 | FREQUENTLY 2 | OCCASIONALLY 1 | RARELY

POSITIVE LEARNING ATTITUDE

Identifies strengths and weakness as a learner; seeks/accepts challenge and copes well with change; demonstrates independence; demonstrates persistence in pursuit of excellence; demonstrates problem solving skills.

ORGANIZATION AND TIME MANAGEMENT

Respects timelines; uses time efficiently; follow guidelines; complete work with care/conscientiousness; demonstrates organization and self-management.



COLLABORATION & PARTICIPATION

Participates enthusiastically; listens actively; respects group goals; works to resolve conflict.

Report Cards

Purpose: To communicate to parents and learners specific and useful information about learners' progress toward meeting learning goals, development of learning habits and identifies areas of strength as well as areas for growth.

Nursery & KG1	
Frequency	Two times per school (February and June)
Structure	<ul style="list-style-type: none"> Progress report (February) End of year report (June) <p>Both reports reflect learners' progress by including the following:</p> <ul style="list-style-type: none"> A <u>Learning descriptor</u> for each domain's strand based on observations, checklists and ongoing assessments. <u>Learning development traits</u> <u>Teacher's comment:</u> to reflect learner's strengths as well as areas for improvement.
Grade Breakdown	<p>In Early years we use a qualitative scale. This means that we would describe the learner's progress in terms of words or phrases.</p> <ul style="list-style-type: none"> For the <u>progress report</u>, teachers must consider the ongoing observations, assessments, checklists and portfolio along with the running records. <p>*If a subject's strand is not included during the quarter, it should be reflected as N/A (Not applicable). If a learner fails to submit tasks related to a particular strand and no grade is available, the teacher must indicate IC (Incomplete)</p> <ul style="list-style-type: none"> For the <u>end of year report</u>, teachers must consider the ongoing observations, assessments, checklists and portfolio along with the running records.



Elementary School (Grades 1 to 5)	
Frequency	Four times per school year (November, February, April and June).
Structure	<p>Two types of reports as follows:</p> <ul style="list-style-type: none"> • Progress report (November and April) • End of semester report (February and June) <p>Both reports reflect learners' progress by including the following:</p> <ul style="list-style-type: none"> • <u>A Learning descriptor</u> for each subject's strand based on formative and summative assessments (without including a grade or an attainment level). • <u>Learning development traits</u> and relevant marks (1 to 4) • <u>Teacher's comment</u>: to reflect learner's strengths as well as areas for improvement.
Grade Breakdown	<p>The learning descriptor for each subject's strand is determined based on a percentage mark derived from formative and summative assessments. Teachers will need to consider the following:</p> <ul style="list-style-type: none"> ✓ <u>For the progress report</u>, teachers must consider at least 4 formative assessments (for all strands) and select the highest or average score for each strand. <p><i>*If a subject's strand is not included during the quarter, it should be reflected as N/A (Not applicable). If a learner fails to submit tasks related to a particular strand and no grade is available, the teacher must indicate IC (Incomplete)</i></p> <ul style="list-style-type: none"> ✓ <u>For the end of semester report</u>, teachers must consider at least 7 formative assessments and one summative (for all strands) and select the highest or average score for each strand. <p>*The report card will only display the learning descriptor related to the percentage mark, not the percentage mark itself.</p> <p>*If more than 75% of learners perform poorly, additional opportunities must be provided to ensure they have a thorough understanding of the concept.</p>



Secondary School (Grades 6 to 10)	
Frequency	Four times per school year (November, February, April and June).
Structure	<p>Two types of reports as follows:</p> <ul style="list-style-type: none"> • Progress report (November and April) • End of semester report (February and June) <p>The structure of the <u>progress report</u> is as follows:</p> <ul style="list-style-type: none"> • <u>A percentage mark</u> for each subject's strand based on formative assessments (No final mark). • <u>Learning development traits</u> and relevant marks (1 to 4). • <u>Teacher's comment</u>: to reflect learner's strengths as well as areas for improvement. <p>The structure of the <u>end of semester report</u> is as follows:</p> <ul style="list-style-type: none"> • <u>A percentage mark</u> for each subject's strand based on formative assessments. • <u>A final percentage mark</u> per subject based on both formative and summative assessments. • <u>Learning development rubric</u> • <u>Teacher's comment</u>: to reflect learner's strengths as well as areas for improvement.
Grade Breakdown	<ul style="list-style-type: none"> • The percentage mark for each subject's strand is derived from formative assessments. Teachers will need to consider the following: <ul style="list-style-type: none"> ✓ <u>For the progress report</u>, teachers must consider at least 4 formative assessments (for all strands) and select the highest or average score for each strand. <p><i>*If a subject's strand is not included during the quarter, it should be reflected as N/A (Not applicable). If a learner fails to submit tasks related to a particular strand and no grade is available, the teacher must indicate IC (Incomplete)</i></p> ✓ <u>For the end of semester report</u>, teachers must consider at least 8 formative assessments (for all strands) and select the highest or average score for each strand.



	<ul style="list-style-type: none"> • The final percentage mark for each subject is calculated as follows: <ul style="list-style-type: none"> ✓ 60% Formative assessment ✓ 30% Summative assessment, which is based on the end of semester examination mark. ✓ 10% Subjective, which includes a holistic judgment of factors such as participation, effort, attendance, or commitment. <p>*If more than 75% of learners perform poorly, additional opportunities must be provided to ensure they have a thorough understanding of the concept.</p> <p>End of year grade (Final Grade) to be reflected on the transcript = Semester 1 (50%) + Semester 2 (50%)</p>
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Secondary School (Grades 11 and 12)	
Frequency	Four times per school year (November, February, April and June).
Structure	<p>The structure of the progress report and the end of semester report is similar to grades 1 to 10, with the following exceptions:</p> <p>An IB Progress Report is provided to learners along with the report card to indicate the following:</p> <ul style="list-style-type: none"> ✓ IB grades in the six subjects based on the IB scale from 1 to 7. ✓ Core component indicators: 'Meeting expectations' or 'Not meeting expectations' for Theory of Knowledge (TOK), Extended Essay (EE) and Creativity, Activity and Service (CAS). <p>The IB Progress Report is issued along with the report card as follows:</p> <ul style="list-style-type: none"> ✓ In grade 11, two times per year; at the end of semester 1 and at the end of the year. ✓ In grade 12, one time per year; at the end of semester 1. <p>*IB grades and indicators will help teachers and the IBDP Coordinator to identify if there are learners are at risk or need support, and develop a support plan accordingly.</p>



**Grade
Breakdown**

- IB Grades are calculated following the IB guidelines per subject.
- The percentage grade for each subject's strand and the final percentage grade are calculated similar to grades 6 to 10. However, knowing that the IB grading system is a rigorous system and not to disadvantage learners on their report cards, the IB grade for each subject is to be used according to the equivalency table below to produce the percentage grade for learners.

To avoid disadvantaging learners on their report cards while adhering to the rigorous IB grading system, the IB grade for each subject should be used in accordance with the equivalency provided below to determine the percentage grade for learners. This equivalency is to be used internally among teachers and should not be indicated on the report card.

Equivalency Table: Determining Percentage Grades from IB Grades

IB Grade	Percentage Grade
1	58
2	68
3	76
4	84
5	90
6	96
7	100

End of year grade (Final Grade) to be reflected on the transcript = Semester 1 (50%) + Semester 2 (50%)

PORTFOLIOS

Portfolios are maintained regularly and include learner work, learner reflection, as well as teacher's feedback and reflection. Portfolios are discussed during learner-led conferences by the learner with parents and teachers.



CONFERENCES

Learner-Led Conferences

Purpose: To allow the learner to share their progress with their parents and set a goal for the remainder of semester. The learner leads the conference and refers to his/her e-portfolio work as well as his/her progress report to share progress and goals with parents and teachers.

Frequency: Twice per school year

Three-Way Conferences

Purpose: To allow the learner to share their attainment with their parents and set a goal for semester 2 or next school year. The teacher facilitates the conference and refers to end of term report.

Frequency: Twice per school year

ACCOMMODATIONS FOR SPECIAL NEED LEARNERS

BPS is committed to being an inclusive school that offers the best learning opportunities to every learner and considers their various needs. BPS takes the following into account to make sure that learners with special needs perform to the best of their abilities:

- Modified examination papers: As per the MOE regulations, only those who have been officially diagnosed with a learning disability and have provided the school with a report accordingly and have been approved by the ministry of education are allowed for modified examination papers.
- Examination papers – In order to meet the various needs, teachers make sure that examination papers have a variety of question types that cover a range of cognitive skills.
- Taking into account the various needs, learners are given access to examination accommodations that don't require approval by the MOE such as:
 - ✓ Provide learners with extra time.
 - ✓ Allow learners to conduct the exam in a separate room.
 - ✓ Allow learners to type their responses.
 - ✓ Read the exam questions out loudly.

ASSESSMENT AND MODERATION PROCEDURES

- At least 3 weeks prior to the start of the examination, parents and learners must be provided with an examination pack, which includes the following:
 - ✓ examination schedule
 - ✓ relevant material
 - ✓ a link to a practice sheet (To ensure learners receive enough practice before the end of semester examination)

*The mark scheme for the practice sheet must be provided to all learners before the start of the examination.



- Teachers are expected to prepare assessments that are aligned with the learning standards (AERO standards, national standards in MOE subjects, and IBDP syllabus in grades 11 and 12).
- Teachers of the same subject per grade level must follow similar assessment approaches/assessment papers to ensure consistency within each subject.
- Assessment papers must include an answer key / mark scheme and must be shared with all teachers who teach the same subject at the corresponding grade level prior to the assessment date.
- Subject leads and department coordinators are required to approve and sign assessment papers.
- Examination invigilation duties will be assigned to teachers for subjects other than their own.
- Grade 11 and 12 assessment papers must be prepared using IBDP past paper questions.
- After the subject lead has approved the assessment papers, teachers are required to submit them to the department coordinators at least 10 days in advance.
- During grade 12, IBDP learners will sit for the IB examinations by the end of April/beginning of May, whereas non IBDP learners will undertake their school end of year assessment. For IBDP learner's end of year report, the results of the mock examinations will be used to reflect their attainment which will contribute to their American Diploma.
- Marking procedures:
 - ✓ Teachers need to mark positively and provide a mark for what is there. Avoid indicating marks in a negative approach (such as -1).
 - ✓ Subject teachers other than language teachers should not penalize learners for spelling mistakes.
 - ✓ Provide learners with feedback indicating how to improve in the future. For example, '*you need to include the function of each organ*'.
 - ✓ When there is more than one teacher in the subject per grade level, teachers need to standardize their marking by switching papers and identifying inaccuracies or discrepancies.
- Teachers must return graded (marked) assessment papers to learners within 10 days (latest) so that they see their results and reflect on their responses. (This also applies to other formative and summative tasks undertaken during the semesters). End of semester assessments must be collected back by the teachers and given to the department coordinators to be stored in their office and must be kept for the following two years.



DATA ANALYSIS APPROACHES

Attainment and progress

It is essential to look at more than one performance measure to get a full picture about how learners are performing. While attainment informs us about the performance of a learner at the end of stage, it is crucial to consider that learners have varying levels of abilities and different starting points, for example a learner may seem to be achieving low results on his overall attainment at the end of semester during the current academic year; however, progress will take into account his attainment at the end of the semester of the previous academic year and the progress the learner has made since that point compared to other learners with the same starting point.

Passing and proficiency rates

A passing rate is the minimum score/evaluation the learner gets in order to pass. At BPS, a learner passes if he/she gets a descriptor of “Emerging” or a mark of 60% and above.

A proficiency rate reflects a mastery level of the taught curriculum standards. At BPS, a learner is proficient if he/she gets a descriptor of “Competent” or a mark of 80% and above.

High Achievers and Low Achievers

A high achiever in a particular subject is a learner who achieved “Accomplished” or “Competent” in that particular subject for at least two consecutive academic years.

A low achiever in a particular subject is a learner who achieved “Beginning” or “Emerging” in that particular subject for at least two consecutive academic years.

A general high achiever is a learner who achieved “Accomplished” or “Competent” in at least three of the four core subjects for at least two consecutive academic years.

A general low achiever is a learner who achieved “Beginning” or “Emerging” in at least three out of four core subjects for at least two consecutive academic years.

Gifted and talented learners

A gifted /talented learner is a learner who demonstrates distinctive performance in a particular academic or non-academic area.

Calculating the performance measures

Attainment

Internal Assessments:

At the end of each semester, the attainment of each grade level is calculated according to the criteria below:

Elementary School:

- Attainment will be “**OUTSTANDING**” if at least 70% of the students are proficient.
- Attainment will be “**GOOD**” if 60% - 69% of the students are proficient.
- Attainment will be “**SATISFACTORY**” if 50% - 59% of the students are proficient.
- Attainment will be “**INADEQUATE**” if at most 49% of the students are proficient.

Middle School:

- Attainment will be “**OUTSTANDING**” if at least 60% of the students are proficient.
- Attainment will be “**GOOD**” if 50% - 59% of the students are proficient.
- Attainment will be “**SATISFACTORY**” if 40% - 49% of the students are proficient.
- Attainment will be “**INADEQUATE**” if at most 39% of the students are proficient.

High School:

- Attainment will be “**OUTSTANDING**” if at least 50% of the students are proficient.
- Attainment will be “**GOOD**” if 40% - 49% of the students are proficient.
- Attainment will be “**SATISFACTORY**” if 30% - 39% of the students are proficient.
- Attainment will be “**INADEQUATE**” if at most 29% of the students are proficient.

For good attainment, at least:

- a. All learners should be at emerging or higher
- b. 60% of elementary learners should get competent and above
- b. 50% of middle school learners should get competent and above
- c. 40% of high school learners should get competent and above

If learners do not show good attainment in one subject, intervention programs must be considered to achieve grade level standards. These programs may include:

- Professional development for teachers based on areas for growth.
- Condensed lesson observations and feedback.
- Personalized learning plans for low achievers that outline specific learning goals and strategies for improvement.
- After-school reinforcement lessons for low achievers.
- Learning support based on learners’ needs.

External Assessments:

- MAP:
 - Attainment will be “**OUTSTANDING**” if at least 75% of the learners get 41%ile and above and at least 75% of learners get 61%ile and above.



- Attainment will be “GOOD” if at least 75% of the learners get 41%ile and above and at least 50% of learners get 61%ile and above.
- Attainment will be “SATISFACTORY” if at least 75% of the learners get 41%ile and above.
- Attainment will be “INADEQUATE” if less than 75% of the learners get 41%ile and above.
- ABT:
 - Attainment of ABT is measured according to their own framework.

Progress

Internal Assessments:

The progress of learners can be calculated between a starting point and an end point:

- Progress between two academic years
- Progress between semester 1 and semester 2 during the same academic year

Progress can also be calculated for a different group of learners such as boys, girls, Bahraini, Non-Bahraini, High achievers, low achievers, native speakers, and non-native speakers... etc.

External Assessments:

The progress of learners can be calculated between a starting point and an end point:

- Progress between two consecutive testing windows (Fall-Winter-Spring)
- Progress from one academic year to another (Fall-Fall or Winter-Winter or Spring-Spring)

Progress can also be calculated for a different group of learners such as boys, girls, Bahraini, Non-Bahraini, High achievers, low achievers, native speakers, and non-native speakers... etc.

IBDP ASSESSMENT (GRADES 11 AND 12 IBDP LEARNERS)

Description of IBDP Assessment

Assessment in IB is criterion-based; where the learner’s knowledge and understanding, and skills are evaluated in each subject against subject specific criteria according to a grading scale from 1 to 7.

Types of Assessment in DP

Assessment in DP consists of two types:

1. Internal Assessments (IAs)

This type of assessment includes assessments that are marked by the school subject teacher and moderated by an IB examiner. The moderation process involves sending samples of learners’ work to the IB which may result in modifying the mark given by the teacher either by increasing or decreasing it. The following are examples of internal assessments:



- Individual investigations in sciences
- Oral presentations in languages (require audio recordings)
- Exploration in Mathematics
- TOK Exhibition

2. External Assessments (EAs)

This type of assessment includes all tasks and examination papers marked by IB external examiners. This includes:

- a) **Non-Examination Component:** This includes tasks completed during DP where schoolteachers guide and support learners, but the mark is given by an IB examiner. This includes the following examples: written tasks for languages and essays for TOK and EE.

For both **IAs** and **non-examination component** of external assessment, teachers are required to:

- ✓ give verbal and written feedback on one draft.
- ✓ check learners' final work for authenticity using Turnitin and sign a declaration of authenticity accordingly.
- ✓ retain the Turnitin report and share it with the IBDP Coordinator, who must check and approve before submission to the IB.

At the beginning of grade 11, all learners must receive a deadline calendar indicating the dates of submission for all drafts and final IAs and non-examination components over the two years of the DP.

- b) **IB Examinations:** This includes the IB examination papers conducted in May (May session examination starts by the end of April and carries on until the end of May). The IBDP Coordinator must ensure the following:
- Register all IB learners on IBIS by November in the second year of the program.
 - Issue the registration slip from IBIS and request parents and learners to sign confirming their personal information and subject choice.
 - Check the examination papers, report to the IB in case of missing papers or open envelopes and confirm the arrival of the correct examination papers on IBIS.
 - Lock examination papers in the school's safe with no access for anyone except the IBDP Coordinator and the Principal.
 - Meet with the invigilators to discuss exam procedures as per the latest examination regulations document available on IBIS.
 - Meet with the IB learners to discuss examination regulations and procedures maximum by April. All IB learners must receive a copy of the "Conduct of Examinations – Notice to Candidates" and information related to the use of calculators in IB examinations.
 - Provide invigilators and IB learners with the IB examination schedule indicating the timing of all papers. In addition, provide IB learners with the personal examination schedule and the result access PIN codes.
 - Prepare stationery and material needed during the examination such as data booklets, Business formulae sheet and discount tables, and dictionaries (A pocket dictionary for translation with a maximum of 20,000 words is allowed in Group 3 to 5 subjects' examinations only if the exam is not in the mother tongue language).



- Send out examination papers as soon as possible (maximum 24 hours) after the examination is completed, by a courier. The IBDP Coordinator must arrange with a courier to collect examination papers at the end of the day during the examination period of time and ensure the courier is paid by the school and NOT the IB.

Conduct of IB Examinations

- **Calculators:** The calculators of the IB learners must be checked and approved by their Math teachers at least 2 days prior to the examination. All calculators must be set according to the IB regulations.
- **Dictionaries:** The school will provide bilingual translation dictionaries to be used in group 3 to 5 subjects only if the examination is not in the mother tongue language (The dictionary allowed must not contain notes of any kind and is only permitted if the response language of the examination is not the best language of the learner; an electronic dictionary is not permitted).
- **Seating plan:** IB learners will need to abide by the seating plan developed by the IBDP Coordinator.
- **IB examination regulations:** All invigilators must follow strictly the IBDP examination regulations as indicated in the latest IB documentation (to be provided by the IB DP Coordinator).
- **Late arrival:** If a learner is late for the examination, the IB DP Coordinator must call the parent to clarify the reason for being late and if the learner is eligible to carry on with the examination or not following the IB regulation for late students.
- **Emergency cases:** In case of emergency cases such as fire or any similar case, the IBDP Coordinator will need to report the case immediately to the IB via the emergency help line.

Malpractice

In case of malpractice, teachers must follow the BPS Academic Honesty Policy and may need to refer to the IBDP Coordinator who is responsible for initiating an investigation if needed.

- If the malpractice incident is not proven, no record of the matter will be kept.
- If the malpractice incident is proven, the IB DP Coordinator will refer to the School Principal who will decide collaboratively on the final outcome of the incident, and determine if there is a need to inform the IB.

Inclusive Assessment Arrangements

- Inclusive assessment arrangements are authorized by the IB in IB examinations if the standard examination conditions may disadvantage the learner. Some inclusive assessment arrangements are permitted without authorization by the IB, and some may require authorization. The IBDP Coordinator is to ensure that an authorization request and related documents are submitted as per the IB regulations in case an authorization is required (based on the case). This should be done maximum by May in grade 11.
- When authorization is required, the IB decides the inclusive arrangements to be followed for the case taking into consideration the request form completed and recommendations suggested by the IBDP Coordinator as well as the supporting documents submitted to the IB.
- IB learners who are eligible for inclusive assessment arrangements include those with:
 - learning disabilities
 - specific learning difficulties



- communication and speech difficulties
- autism spectrum disorders
- social, emotional and behaviour challenges
- multiple disabilities and/or physical, sensory, medical or mental health issues (including temporary cases such as a broken hand)

Predicted Grades and Internal Assessment Marks

- Teachers are to submit the IB predicted grades and IA marks to the IBDP Coordinator as per the deadline set and sign accordingly.
- The IBDP Coordinator is responsible to insert the predicted grades and IA marks on IBIS before the deadline.

Upload of IBDP Learners' Work on IBIS

Samples of learners' IAs and EAs the non-examination component (TOK and EE essays, and Language written tasks) must be uploaded by the IBDP Coordinator on IBIS before the deadline indicated by the IB. The IBDP Coordinator is to collect the following from teachers:

- IAs for all learners in PFD (Not only the ones indicated in the sample – this is because the IB may get back to the IBDP Coordinator and request more samples to be submitted).
- EAs (the Non-examination component) for all learners in PDF.
- Turnitin reports for all learners' work; to be used by the IBDP Coordinator in case a malpractice incident is identified and communicated to the school by the IB.

IB Grading System

IB Subject Grades

All IB subjects are graded according to the following scale:

Grade 7	= Excellent
Grade 6	= Very good
Grade 5	= Good
Grade 4	= Satisfactory
Grade 3	= Mediocre
Grade 2	= Poor
Grade 1	= Very Poor

The value from 1 to 7 represents the mark of the learner's performance in both the external assessment and the internal assessment.



If the learner is an IB full diploma, then up to three bonus points can be added to his final score in the six subjects (42 points) based on the overall performance in TOK and EE resulting in the diploma's maximum score of 45 points.

TOK and EE Grades

Each of the TOK and EE are marked according to the following band descriptors:

A	Excellent
B	Good
C	Satisfactory
D	Mediocre
E	Elementary

The allocation of the three bonus points is outlined in the following matrix.

Points matrix for the EE and TOK

Extended Essay	Theory of Knowledge					
	<i>Excellent</i>	<i>Good</i>	<i>Satisfactory</i>	<i>Mediocre</i>	<i>Elementary</i>	<i>No Grade</i>
	A	B	C	D	E	N
Excellent <i>A</i>	3	3	2	2	Failing Condition	Failing Condition
Good <i>B</i>	3	2	2	1	Failing Condition	Failing Condition
Satisfactory <i>C</i>	2	2	1	0	Failing Condition	Failing Condition
Mediocre <i>D</i>	2	1	0	0	Failing Condition	Failing Condition
Elementary <i>E</i>	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition
No Grade <i>N</i>	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition



IB Results

- IBDP results will be issued by the 5th of July for the May examination session. However, learners can access them on their IB accounts via the website <https://candidates.ibo.org> by the 6th of July. The IBDP Coordinator is to send out learners' IB grades via email to learners.
- The subject component grades (paper 1, paper 2, IA, etc.) are released within a few days after the IB results are out. The IBDP Coordinator is responsible to communicate those results to learners and have a discussion with them before they decide to remark or retake any component (refer to the Enquiry Upon Results section below).
- The IBDP Coordinator may place a request to the IB to send the IB results directly to any university chosen by the learner. Learners who wish to send their results out must refer to the IBDP Coordinator and submit a request accordingly maximum by April 30th.

Enquiry Upon Results (EUR)

Retaking examinations: Learners may request to retake their examinations either to improve their results or to attempt new subjects, as follows:

- Learners may enter one or more examination sessions in subsequent years, but not more than three examination sessions.
- The last grade obtained is the one to be considered by the IB, and the one to contribute into the award of the diploma.
- Retake sessions start in the following November session (if the subject is available).
- Learners who wish to retake any subject must inform the IBDP Coordinator and submit the retake fees before the November registration deadline date of July 20.

Re-marking examinations: Learners may request to remark any subject examination papers, as follows:

- Learners must discuss the re-mark options with the IBDP Coordinator.
- The request to re-mark the examination papers of any subject include all examination papers.
- The re-marking may result in increasing or decreasing the grade for the subject.
- Learners who wish to re-mark any subject must sign a consent and submit it to the IBDP Coordinator, as well as pay the IB fees related.

Claiming back external assessment: The school or the learner may claim back any of the external assessment papers (as soft copies) either as an individual or per subject. Claiming back TOK essays and EE essays could be a good practice to benefit from IB examiners' annotations and identify areas for improvement accordingly. A fee has to be paid for any papers claimed back.

Re-moderating IAs: The school may request to re-moderate the IA sample sent out to the IB following specific conditions. Teachers who wish to have their sample re-moderated must refer to the IBDP Coordinator to confirm eligibility for such a request and if conditions are met.

Award of the Diploma

The IBDP Coordinator must be aware of the conditions for awarding the diploma which are indicated in the IB documents. These conditions must be communicated to the teachers, learners and parents. For example, learners who score below 24 points are not awarded the diploma.

The Diploma will not be awarded regardless of the total score, to students who have:

- not completed the school’s CAS program.
- been found guilty of malpractice.
- failed to submit any IA task, TOK or EE. In this case, the learner will be awarded N which indicates non submission.

Appendices

Appendix 1	G6-10 exam cover sheet template and sample
Appendix 2	Guidelines for Examination Preparation and Conduction
Appendix 3	IB Exam cover sheet