

**BEACON**  
PRIVATE SCHOOL



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## Assessment Policy

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*Updated: May 2024*



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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. The focus on using a variety of assessment methods to foster higher-order thinking, collaboration, and communication aligns with the school's vision and mission of developing successful independent learners in an environment that stimulates inquiry, creativity, and innovation. 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 undergoes an annual review to evaluate its effectiveness as a dynamic and responsive document that supports high-quality instruction and student achievement. During professional development sessions in the second semester, committees consisting of staff members, each led by a chairperson, collaborate to update the policy. They consider learners' needs, IB updates (for PYP, MYP and DP), current research findings, and the specific needs of the school community. This collective expertise ensures that the policy remains relevant, appropriate for grade levels and subjects, and aligned with the school's vision, mission, and evolving educational practices.

The updated policy suggestions from each committee are presented to the rest of the school to gather feedback. Ultimately, the final review and confirmation of the revised policy are conducted by the Senior Leadership Team members.

## AVAILABILITY and COMMUNICATION

The most current version of this policy is accessible to all stakeholders on the school website. Teachers can also access the policy in the Team Teachers' Group for easy reference. During the induction week, new teachers will receive comprehensive training to ensure their understanding and effective implementation of the policy.

## 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.



The following outlines the roles and responsibilities for all stakeholders:

Teachers:

- Use a range of assessment methods, including formative, summative, diagnostic, and performance-based assessments, to cater to the diverse needs of learners.
- Align assessments with the IB program standards and practices (PYP, MYP, DP) to ensure coherence and continuity across the curriculum.
- Analyze assessment data and evidence to inform their instructional practices and adapt teaching methods to meet individual learner needs.
- Leverage assessment insights to identify learning gaps and provide targeted support to students.
- Evaluate the effectiveness of their teaching approaches based on assessment results.

Students:

- Use assessment feedback to understand their learning progress and development of 3C's and ATL skills to support lifelong learning
- Identify their strengths, areas for improvement, and opportunities to demonstrate their learning

Administrators:

- Utilize assessment data to evaluate the effectiveness of the academic program and curriculum.
- Incorporate assessment insights into decision-making around resource allocation, professional development, and strategic planning.
- Ensure assessments support the school's vision and mission.

Parents:

- Review assessment results to stay informed about their child's learning progress and achievements.
- Understand their child's strengths, areas for improvement, and overall development based on assessment data.
- Collaborate with teachers using assessment information to support their child's learning and growth.



## GENERAL STATEMENT

Assessment at Beacon Private School is a systematic, ongoing process that involves gathering, analyzing, and interpreting a variety of evidence to determine the extent to which learners are developing the necessary Conceptual, Competence, and Character (3C's) skills, as well as Approaches to Learning (ATL) skills, to become lifelong learners. This process is used daily to offer direct feedback to learners about their learning progress and to inform parents about the achievements of their children. Teachers use a wide range of assessment strategies to ensure that the learners are capable of continuously applying the 3C's and that the desired learning outcomes are being met. All types of assessment are designed to develop learners' ATL skills, which are the cornerstone of lifelong learning.

Assessment for learning at BPS is ongoing and continuous. Formative assessment tools are purposeful, differentiated and linked to the curriculum standards.

Assessment as learning is key to encourage agency and self-reflection. Learners become their own assessors monitoring their own learning, asking questions and using a range of strategies to decide what they know and can do, and how to use assessment for new learning.

Assessment of learning (Summative assessment) occurs at defined key points throughout the year and provides concrete evidence of learners' progress and achievement.

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 unit/module GRASPS assessments.
- Practical assessments (experiments, art products, investigations)
- Self and or peer assessments/ evaluations.
- Open ended tasks.
- Portfolio development.
- Reading records.
- Anecdotal records.

### Summative assessment

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

Frequency:

- At the end of each unit/module
- At the end of each semester in MYP and DP (End of semester assessments (End-of-semester assessments are moderated and standardized by the department – refer to the moderation section below).
- In the case of the MYP, each criterion will be assessed twice per semester
- IBDP internal assessment such as IAs, IOs, and TOK exhibition.
- Practical assessments (presentations, experiments, art products, exhibition, performance).



## 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 grades 1 to 10 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 take the Arabic Benchmark Test (ABT) to evaluate their competence in the four primary language skills: Reading, listening, writing and speaking.
- Grade 10 (MYP 5) learners will create and submit their Personal Project Report to be assessed by the IB.
- IBDP learners in grade 12 will sit for the IB examinations by the end of April/beginning of May as per the IB regulations. External components such as the TOK essay and extended Essay will also be submitted as per IB regulations.

## Diagnostic assessment

The external assessment, the MAP assessment, will be conducted as diagnostic tests as part of the admission process upon enrollment for English, Math, and Science. Please refer to the admission policy for further details.

These assessments will be utilized to determine the learner's current level before joining the school and to assist in accommodating their learning needs. For more information, please refer to the learning support and inclusion policy.

## ESSENTIAL AGREEMENT ON ASSESSMENT

- The school has established clear and consistent protocols for planning, collecting, analyzing, and using assessment data.
- There is a shared understanding among teachers about the purposes and practices of assessment, including common language and documentation.
- The school engages in collaborative moderation to ensure reliable and valid assessment judgments.
- Assessment information is communicated regularly to students and parents in a transparent and constructive manner.





## 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

**Mastered:** 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**.

**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**.

**Progressed:** 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**.

**Adequate:** 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**.

**Developing** The learner is in progress in developing 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
Developing	70% to 74%	C
Adequate	75% to 79%	C+
Progressed	80% to 84%	B
Competent	85% to 89%	B+
Mastered	90% to 94%	A
	95% & above	A+

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

#### APPROACHES TO LEARNING RUBRIC

Learners are assessed on how they are developing their Approaches to Learning Skills:

ATL skill categories	Description
<b>Communication</b>	Focus on enhancing effective written, oral, and non-verbal communication skills to express ideas, actively listen, and engage in meaningful dialogue.
<b>Research</b>	Focus on acquiring research skills to gather and evaluate information, synthesize data, and ethically use sources to build conclusions.
<b>Self-management</b>	Focus on cultivating organization, time management, and self-reflection skills to set goals, prioritize tasks, and develop resilience and perseverance.
<b>Social</b>	Focus on nurturing interpersonal skills for collaboration, respecting diverse perspectives, and resolving conflicts constructively within diverse social contexts.
<b>Thinking</b>	Focus on developing critical and independent thinking skills to analyze information, question assumptions, and make informed judgments.

The following rubric is used to assess learners' progress in developing their Approaches to Learning Skills.

Grade	Descriptor
EE	Exceeding Expectations: The learner's progress against the ATL is exceeding expectations.
ME	Meeting Expectations: The learner's progress against the ATL is meeting expectations.
AE	Approaching Expectations: The learner's progress against the ATL is approaching expectations.
BE	Below Expectations: The learner's progress against the ATL is below expectations.



## 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.

Early Childhood (Pre-Nursey to KG2)	
<b>Frequency</b>	Two times per school (February and June)
<b>Structure</b>	<ul style="list-style-type: none"> <li>End of semester report (February and June)</li> </ul> <p>Both reports reflect learners' progress by including the following:</p> <ul style="list-style-type: none"> <li><u>A Learning descriptor</u> for each subject's strand based on formative and summative assessments (without including a grade or an attainment level).</li> <li><u>ATL traits</u> and relevant descriptor</li> <li><u>Teacher's comment:</u> to reflect learner's strengths as well as areas for improvement.</li> </ul>
<b>Grading</b>	<p>In Early Childhood we use a qualitative scale. This means that we would describe the learner's progress in terms of words or phrases.</p> <p>Teachers must consider the ongoing observations, assessments, checklists and portfolio along with the running records.</p> <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>

Elementary School/ PYP (Grades 1 to 5)	
<b>Frequency</b>	Four times per school year (November, February, April and June).
<b>Structure</b>	<p>Two types of reports as follows:</p> <ul style="list-style-type: none"> <li>Progress report (November and April)</li> <li>End of semester report (February and June)</li> </ul> <p>Both reports reflect learners' progress by including the following:</p> <ul style="list-style-type: none"> <li><u>A Learning descriptor</u> for each subject's strand based on formative and summative assessments (without including a grade or an attainment level).</li> <li><u>ATL traits</u> and relevant descriptor</li> <li><u>Teacher's comment:</u> to reflect learner's strengths as well as areas for improvement.</li> </ul>



<b>Grading</b>	<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"> <li>✓ <u>For the progress report</u>, teachers must consider the overall progress shown by the learner in the Unit of Inquiry and the subject based on the BPS rubrics for each grade.</li> </ul> <p><i>*If a subject’s criterion 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"> <li>✓ <u>For the end of semester report</u>, teachers must consider at least 7 formative assessments and two summative (one per Unit of Inquiry) and select the highest or average score for each strand.</li> </ul> <p>*The report card will only display the learning descriptor related to the percentage mark, not the percentage mark itself. *If more than 75% of learners perform poorly, additional opportunities must be provided to ensure they have a thorough understanding of the concept.</p>
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<b>Secondary School/ MYP (Grades 6 to 10)</b>	
<b>Frequency</b>	Four times per school year (November, February, April and June).
<b>Structure</b>	<p>Two types of reports as follows:</p> <ul style="list-style-type: none"> <li>• Progress report (November and April)</li> <li>• End of semester report (February and June)</li> </ul> <p><b>The structure of the <u>progress report</u> is as follows:</b></p> <ul style="list-style-type: none"> <li>• <u>ATL traits</u> and relevant descriptor</li> <li>• <u>Teacher’s comment</u>: to reflect learner’s strengths as well as areas for improvement</li> </ul> <p><b>The structure of the <u>end of semester report</u> is as follows:</b></p> <ul style="list-style-type: none"> <li>• <u>ATL traits</u> and relevant descriptor</li> <li>• <u>A percentage mark</u> for each subject</li> <li>• <u>An IB MYP grade per subject based on a scale of 1–7</u></li> <li>• <u>An IB MYP achievement level per criterion per subject (out of 8)</u></li> <li>• <u>Teacher’s comment</u>: to reflect learner’s strengths as well as areas for improvement.</li> </ul>



	<p>*<u>Interdisciplinary units grades</u>, assessed against relevant criteria (A, B, C) for each grade level, will be displayed on the report card upon completion, whether in semester 1 or 2.</p> <p>*<u>Personal project grades</u> (for grade 10 only), evaluated against relevant criteria (A, B, C), will be included solely on the end-of-semester 2 report cards.</p>																												
<p><b>Grading</b></p>	<ul style="list-style-type: none"> <li>• <u>IB MYP grades</u> are calculated as follows:</li> </ul> <p>For each subject, learners are assessed against four criteria (Criteria A, B, C, and D), with a maximum achievement level of 8. It is necessary for teachers to ensure that each criterion is covered at least twice per semester. In determining the final achievement level per criterion, teachers should employ a "best fit" approach and exercise professional judgment.</p> <p>To determine the IB MYP grade for a subject, the learner's final achievement levels in all criteria of the subject are totaled. The MYP 1-7 scale and the grade boundary guidelines table are then used to assign the final MYP grade.</p> <table border="1" data-bbox="336 994 887 1317"> <thead> <tr> <th>Grade</th> <th>Grade Boundary</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1 – 5</td> </tr> <tr> <td>2</td> <td>6 – 9</td> </tr> <tr> <td>3</td> <td>10 – 14</td> </tr> <tr> <td>4</td> <td>15 – 18</td> </tr> <tr> <td>5</td> <td>19 – 23</td> </tr> <tr> <td>6</td> <td>24 – 27</td> </tr> <tr> <td>7</td> <td>28 – 32</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• <u>Percentage grades</u> are calculated as follows:</li> </ul> <p>The percentage grade for each subject is determined by totaling the following:</p> <ol style="list-style-type: none"> <li>1. Final achievement levels in all criteria per subject* = 60%</li> <li>2. End of semester exam = 30%</li> <li>3. Engagement = 10% (The engagement grade is focused on the student's active participation in class and their diligence in completing classwork assignments).</li> </ol> <p>*to come up with the percentage grade for the learner's final achievement levels in all criteria per subject, the following equivalency table is used to assign the percentage grade:</p> <table border="1" data-bbox="336 1868 1070 2098"> <thead> <tr> <th>IB MYP Grade</th> <th>Total of achievement levels</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td rowspan="4">1</td> <td>1</td> <td>42</td> </tr> <tr> <td>2</td> <td>44</td> </tr> <tr> <td>3</td> <td>46</td> </tr> <tr> <td>4</td> <td>48</td> </tr> </tbody> </table>	Grade	Grade Boundary	1	1 – 5	2	6 – 9	3	10 – 14	4	15 – 18	5	19 – 23	6	24 – 27	7	28 – 32	IB MYP Grade	Total of achievement levels	Percentage	1	1	42	2	44	3	46	4	48
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1	1	42																											
	2	44																											
	3	46																											
	4	48																											



	5	50
2	6	52
	7	54
	8	56
	9	58
3	10	61
	11	64
	12	67
	13	70
	14	73
4	15	75
	16	77
	17	79
	18	81
5	19	83
	20	85
	21	87
	22	89
	23	91
6	24	92
	25	93
	26	94
	27	95
7	28	96
	29	97
	30	98
	31	99
	32	100

\*If more than 75% of learners perform poorly, additional opportunities must be provided to ensure they have a thorough understanding of the concept.  
End of year grade (Final Grade) to be reflected on the transcript = Semester 1 (50%) + Semester 2 (50%)

Secondary School/ DP (Grades 11 and 12)	
<b>Frequency</b>	Four times per school year (November, February, April and June).
<b>Structure</b>	Two types of reports as follows: <ul style="list-style-type: none"> <li>Progress report (November and April) *Note that for Grade 12, no April progress report to be issued</li> <li>End of semester report (February and June)</li> </ul>



\*Note that for Grade 12, Mock exam results will contribute to the end of semester report percentage grades.

**The structure of the progress report is as follows:**

- ATL traits and relevant descriptor
- Teacher's comment: to reflect learner's strengths as well as areas for improvement.

**The structure of the end of semester report is as follows:**

- ATL traits and relevant descriptor
- A percentage mark for each subject
- Teacher's comment: to reflect learner's strengths as well as areas for improvement.

An IB Progress Report is provided to learners along with the report card to indicate the following:

- ✓ 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).

The IB Progress Report is issued along with the report card as follows:

- ✓ 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.

\*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.

**Grading**

- IBDP Grades are calculated following the IB guidelines per subject.
- 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 American Diploma 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 American Percentage Grades from IBDP Grades**

DP Assessment Percentage	American Diploma Percentage Grade
0-7	50
8-10	51-52



11-14	53-54
15-16	55-56
17-19	57-58
20-23	59-60
24-26	61-62
27-29	63-64
30-32	65-66
23-35	67-68
36-38	69-70
39-40	71-72
41-43	73-74
44-47	75-76
48-51	77-78
52-53	79-80
54-55	81-82
56-57	83-84
58-59	85
60-61	86
62-63	87
64-65	88
66-67	89
68-69	90
70-71	91
72-23	92
74-75	93
76-77	94
78-79	95
79-80	96
80-84	97
85-89	98
90-94	99
95-100	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

## PROMOTION TO THE NEXT GRADE LEVEL

All learners from Grades 1 to 10 must achieve at least an **"Emerging"** level (60%) as an average of their achievement across both semesters in all core subjects (English, Arabic, Mathematics, and Science) in order to be promoted to the next grade level.

This promotion requirement ensures that students have attained a sufficient level of proficiency in the key learning objectives before advancing to the next stage of their education. The "Emerging" level indicates that a student demonstrates some levels of relevant curricular knowledge, concepts and/or competencies. The learner can apply his/her understanding with support in controlled situations.

## 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.

*Refer to the Learning Support and Inclusion Policy or more information.*

## **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.
- As part of the standardization process, subject leads are required to do a pre- standardization meeting to oversee and agree on format and level of assessment papers.
- 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 are required to approve and sign assessment papers.
- As part of the standardization process, subject leads are required to do a post standardization meeting to oversee and agree on fair and equitable grading and feedback on the assessment.
- 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.
- Missed assessment can only be deferred due to excused absence and require a formal report and/or medical note. The school will then arrange for a deferral date for the assessment.

## 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 "" "Progressed" or a mark of 80% and above.

### High Achievers and Low Achievers

A high achiever in a particular subject is a learner who achieved "Mastered" or "Progressed"" 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 “Mastered” or “Progressed” 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, each grade level's attainment is calculated according to the criteria below, based on the school reviews framework developed by the Bahraini Education and Training Quality Authority (BQA). Attainment judgements range from “Inadequate” to “Outstanding” depending on the percentage of proficient students in the classroom.

Elementary School:

- Attainment will be “OUSTANDING” 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 “OUSTANDING” 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:**

- All learners should be at “emerging” or higher
- 60% of elementary learners should get “progressed” and above (80% - 84% achievement)



- b. 50% of middle school learners should get “progressed” and above
- c. 40% of high school learners should get “progressed” 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:**

Judgement	MAP	ABT
<b>Weak</b>	Less than 75% of learners scored less than 41 percentile	Less than 75% of learners scored less than 60/100
<b>Acceptable</b>	At least 75% of learners scored 41 percentile and above and less than 50% of learners scored 61 percentile and above	At least 75% of learners scored between 60/100 and 80/100
<b>Good</b>	At least 50% of learners scored 61 percentile and above	At least 50% of learners scored between 80/100 and 100/100
<b>Very Good</b>	At least 61% of learners scored 61 percentile and above	At least 61% of learners scored between 80/100 and 100/100
<b>Outstanding</b>	At least 75% of learners scored 61 percentile and above	At least 75% of learners scored between 80/100 and 100/100

**Progress**

**School 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:**

Judgement	MAP & ABT
<b>Weak</b>	Less than 75% of learners meet the expected progress
<b>Acceptable</b>	At least 75% of learners meet the expected progress and less than 50% of learners exceed the expected progress
<b>Good</b>	The majority (50-60%) of learners exceed the expected progress
<b>Very Good</b>	The large majority (61-74%) of learners exceed the expected progress
<b>Outstanding</b>	Most ( $\geq 75\%$ ) of learners exceed the expected progress

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.

## IB PYP ASSESSMENT (Nursery – Grade 5)

### Characteristics of effective assessment in PYP

Effective assessment in the PYP is:

- Ongoing, with a focus on the process of learning as well as the learning outcomes.
- Authentic, embedding connections to the real world to promote learner engagement.
- Clear and specific, with defined learning goals, success criteria, and the processes learners use to learn.



- Varied, utilizing a range of assessment tools and strategies.
- Developmental, focusing on the individual learner's progress rather than performance in relation to others.
- Collaborative, with both teachers and learners working together in the development of assessment and evaluation.
- Interactive, fostering an ongoing dialogue for learning.
- Meaningful, providing feedback to learners to support their future growth (feedback to feedforward).

### **What is assessed in PYP?**

- The significant content identified by the school that supports the development of internationally-minded learners.
- Multiple opportunities for learners to develop knowledge, conceptual understandings, and skills to support self-regulatory learning.

### **Key Questions to Guide Assessment:**

- Is the focus on the process or product of learning?
- Is the purpose to understand prior knowledge?
- Is it to check if learning is on track or if the student is ready for extension?
- Is it to elicit depth and breadth in understanding?
- Is it to extend students' learning?
- Is it to understand how the student makes connections and applies learning?

### **Assessment Criteria must be:**

- Known to students at the beginning of the inquiry
- Documented in the PYP planner, an adapted planner, or the PYP planning process
- Accommodate a wide range of knowledge, conceptual understandings, and skills
- Revisited and modified during the inquiry to reflect emergent learning

### **Assessment tools and strategies in PYP**

The school utilizes a range of assessment tools and strategies to collect and record student learning, such as:

- Anecdotal records
- Rubrics
- Checklists
- Questioning
- Portfolios



- Conferences
- Self-assessments
- Peer assessments

Assessment data is documented and stored digitally and/or in physical form, providing a comprehensive record of each learner's progress and achievements over time.

## **IB MYP ASSESSMENT (Grades 6 – 10)**

### **Nature of assessment in MYP**

- Assessment is criterion-based.
- Formative assessment and feedback are used to help students improve on subsequent tasks
- Each subject in the MYP has 4 criteria (A, B, C, and D), with a maximum achievement level of 8 per criterion. These assessment criteria must be made available to all learners from the beginning of the academic year and must be included in every assessment task. The full set of assessment criteria for all MYP subjects can be found [here](#).
- Teachers must ensure each criterion is covered at least once per semester as required by the IB. However, teachers are encouraged to provide learners more than one opportunity to demonstrate their learning against each criterion. At BPS, we have agreed that teachers will assess each criterion twice per semester.
- Interdisciplinary units are also assessed, with students evaluated against the relevant criteria (A, B, C) for each grade level once per year. This interdisciplinary assessment provides students the chance to apply their knowledge and skills in a transdisciplinary context.
- For grade 10 students, the Personal Project is evaluated against the relevant criteria (A, B, C). This culminating project allows students to demonstrate their abilities in research, critical thinking, and the creation of an extended piece of work.
- Formative assessment and detailed feedback are used to help students improve on subsequent tasks.
- In all assessments, a "best fit" approach and professional judgment are used to determine the final achievement level per criterion. This holistic evaluation considers the nuances of student learning and performance, rather than a purely numerical score.

### **Type of MYP assessment tasks**

MYP assessment in the different subject groups utilizes a variety of task types to evaluate student learning. Here are some examples of the diverse assessment approaches used:

- Science: lab investigations, unit assessments, and research-based essays
- Language and Literature: text creation and text analysis





- Individuals and Societies: research investigations
- Arts: studio projects, critiques and reflections

These are just a few examples of the diverse range of assessment tasks utilized across the MYP subject groups. The specific types of assessments may vary depending on the curricular objectives, subject discipline, and desired learning outcomes.

### Calculating the Final MYP Grade

- To determine the final MYP grade for a subject, the student's achievement levels across all 4 criteria are totaled.
- The MYP 1-7 scale and grade boundary guidelines are then used to assign the final subject grade.

## IB DP ASSESSMENT (GRADES 11 AND 12 IB DP LEARNERS)

### Description of IB DP 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 Integrity Policy and may need to refer to the 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 PDF (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 A</i>	<i>Good B</i>	<i>Satisfactory C</i>	<i>Mediocre D</i>	<i>Elementary E</i>	<i>No Grade N</i>
<i>Excellent A</i>	3	3	2	2	Failing Condition	Failing Condition
<i>Good B</i>	3	2	2	1	Failing Condition	Failing Condition
<i>Satisfactory C</i>	2	2	1	0	Failing Condition	Failing Condition
<i>Mediocre D</i>	2	1	0	0	Failing Condition	Failing Condition
<i>Elementary E</i>	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition
<i>No Grade N</i>	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition

## IB Results

- IBDP results will be issued by the 5<sup>th</sup> 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 6<sup>th</sup> 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 30<sup>th</sup>.

## 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.

## **GRADUATION REQUIREMENTS (GRADES 9 -> GRADE 12)**

- Graduating learners must have a record of regular attendance and good discipline.
- A minimum GPA of 2.4 is required to graduate from Beacon Private School.
- The number of credits attempted is between 23 – 26 credits.
- The minimum credit required for graduation is 22 credits.
- As a minimum, learners must have earned at least the following credits in GRADES 9 -> 12:



Department	Credits
English	4
Second Language (Arabic/French/Spanish)	4
Mathematics	3
Sciences (Biology, Chemistry, Environmental Systems & Societies, Physics, Computer Science)	3
Social Studies	2
Art/Music	1
Physical Education	0.5
Arabic Social Studies, Civics, And Islamic Studies (Non-Muslim Exempt) / Global Issues / Arab World Exploration	2
4 Credits From Any Of The Above Courses Or The Below Electives: Information Technology, Third Language (Arabic/French/Spanish), Business, Psychology, History	4
<b>Total</b>	<b>23.5</b>

Honors and High Distinction		
Grade Level	Honors	High Distinction
Grades 9 -> 12	85 – 95%	96 – 100%

## REFERENCES

- International Baccalaureate Organization. PYP: From Principles into Practice. Updated 2024
- International Baccalaureate Organization. MYP: From Principles into Practice. Updated 2022
- International Baccalaureate Organization. DP: From Principles into Practice. Updated 2015
- International Baccalaureate Organization. Diploma Program Assessment Procedures 2024