



Assessment Policy



Al Sahwa Schools

Mission:

We are a learning community committed to our core values and Oman's rich cultural heritage while embodying high quality international education

Vision:

Educate students to become the leaders of the future

Our Core Values:

Respect, Gratitude, Proactivity

International Mindedness:

International Mindedness is a global perspective which enriches our community's understanding of intercultural harmony in order to bring greater peace to the world. International mindedness is exemplified in our commitment to multiculturalism and in our respect for other cultures.

مدارس الصحوة

رسالتنا :

نحن مجتمع تعلّمي، نلتزم بقيمنا الأساسية وبالموروث الثقافي العُماني الأصيل، وفي الوقت نفسه نطبق تعليماً دولياً عالي الجودة

رؤيتنا :

إعداد الطلاب ليكونوا قادة المستقبل.

قيمنا الأساسية :

الاحترام، الامتنان، المبادرة

العقلية الدولية :

العقلية الدولية هي منظور عالمي يُثري إدراك مجتمع مدارس الصحوة للانسجام بين الثقافات، لتحقيق أكبر قدر من السلام العالمي. وتتجسد العقلية الدولية في التزامنا بالتعدّد الثقافي، وفي احترامنا للثقافات الأخرى.. إعداد الطلاب ليكونوا قادة المستقبل

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Al Sahwa Statement of Philosophy

At Al Sahwa Schools, an assessment is used as a means of ongoing communication between teachers, students, and families with the goal of improving instruction and learning. As stated in our Mission Statement, “**Educate students to become the leaders of the future**” It is through the continuous feedback from assessments that we are able to understand our students’ current level of achievement, make necessary adjustments to support their improvement, and offer further opportunities for them to be reflective and become future leaders. Towards this end, the school works to develop challenging programs of global education and rigorous assessment. The IB program encourages students to become active, compassionate and life-long learners who understand that other people, with their differences, can also be right. Through our various programs, students will become continuous learners that view the world through multiple perspectives. As an educational community, we will collaborate to design high-quality instruction that offers an intellectually challenging curriculum with increased emphasis on problem solving, critical thinking, creativity, citizenship, technology, and community involvement. At Al Sahwa we understand that all students are different and each student has various amounts of prior knowledge, understanding and viewpoints. Teachers use individual student’s prior knowledge and understanding when pre-planning assessment tasks to help understand the current levels of each student and bridge a student’s past learning experiences with new learning. As teachers understand individual student’s needs they can ensure students are always provided with rigorous and challenging tasks to achieve academic excellence. .

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect, all elements that are clearly in line with Al Sahwa [Guiding Statement](#)

The Aim of This Policy is to

To establish a consistent approach to the assessment and feedback for students’ learning across subject groups at Al Sahwa Schools. This document also aims to provide clarity for all stakeholders so that teachers, students, parents and the Ministry of Education are all aware of the minimum expectations of assessment at the Schools. At Al Sahwa, students are expected to be principled and as such, they will complete all assessments and other work with academic integrity. Any violation of this will be dealt with according to [Al Sahwa Academic Honesty Policy](#).

Purpose of Assessment

- Assessment supports and encourages effective teaching and learning.
- Assessment reflects intercultural dimensions of the programmes.

- Assessment determines the learners' levels of understanding, using both formative and summative assessment.
- Assessment must meet the needs of students at particular ages and stages of development.

Principles of Assessment

- Assessment is key to planning, teaching, and learning.
- Assessment practices are clear to all members of the community (teachers, parents, and students).
- There is a balance between formative and summative assessment.
- There are opportunities for both peer and self-assessment.
- There are opportunities for students to reflect on their own learning.
- Before starting new learning, teachers assess students' current knowledge and experience (diagnostic assessment)
- Teachers provide students with feedback for future learning.
- Reporting to parents is meaningful.

Roles and Responsibilities

Teacher Expectations and Assessment

Teachers should:

- Design appropriate, engaging, and rigorous units of study and assessments.
- Align assessments with stated learning objectives/criteria, inquiry questions, significant concepts, and approaches to learning skills. To ensure that assessment tasks support the curricular goals of the IBDP programme
- Provide students with clear rubrics and task specific clarifications at the beginning of each unit.
- Provide opportunities for students to reflect on their performance on a given assignment or assessment.
- Provide timely and meaningful feedback to students and parents/legal guardians of student progress and areas of growth.
- Collaboratively work together to maintain consistent assessment procedures (develop task-specific descriptors, standardized grading practices, **(MYP, GED, DP)** Unit Plans.
- Moderation of summative assessments to ensure consistency
- Use professional judgment when determining levels of achievement.
- Post deadlines for assignments on Google Classroom.
- Notify all parents and **MYP/DP** Coordinator at the checkpoint meetings of students with grades below **3**.
- To submit appropriate documentation to the respective coordinator by prescribed deadlines, i.e. mark centres, predicted grades and Internal Assessments

Student Expectations and Assessment

Students should:

- Be responsible for writing down all homework tasks & deadlines.
- Use the mark schemes or rubrics provided by teachers to achieve their best work.
- Submit work on time.
- Correct mistakes when work is returned to them.
- To develop and maintain a positive working relationship with the CAS and EE supervisors
- To be principled and to adhere to the requirements for academic honesty as outlined by the Academic Honesty policy at all times and understand the consequences if they do not. (please refer to the [Al Sahwa Academic Honesty Policy](#))

School Administration Expectations and Assessment

The School should:

- Keep records of achievement.
- Publish **MYP/DP/GED** Parent Handbook, **MYP/DP** assessment criteria through the school website.
- Provide time, resources, and focus to teachers for maintenance of assessment policies.
- Provide time for collaborative planning.
- Conduct **MYP/DP** collaborative meetings and subject group meetings.
- Provide opportunities for IB professional development workshops.
- Continually observe teachers using the IB observation document and provide feedback.
- Support a spirit of collaboration and collegiality among all stakeholders.
- Arrange parent and student conferences with all MYP teachers.
- Provide the necessary training during Induction Week for new teachers
- Provide an internal deadline calendar for all DP students

Parent Expectations and Assessment:

- Support student adherence to set deadlines for work.
- Follow the student's progress on Google Classroom and contact the teacher with any concerns wherever possible.
- Familiarize themselves with the criteria rubrics and learning objectives for each of their children's courses. Rubrics can be found on Al Sahwa website under the **MYP** tab.
- Use those rubrics and objectives as springboards for discussion about assessment with teachers, administrators, staff, and their children.

- Feel free to contact teachers at any time with questions they might have regarding assessment.
- Support their children’s academic and character growth throughout the **MYP/GED/DP**.
- Communicate with teachers, students, and administrators/leadership/MYP/DP Coordinator about questions or comments they have regarding their student’s progress in the **MYP or DP**.
- Attend **MYP/DP/GED** Parent Coffee Mornings

All the above expectations exist to ensure that all students reach their full potential.

Frequency of Formative and Summative Assessments

Formative assessment	Ongoing assessment aimed at providing information to guide teaching and improve student performance.
Summative assessment	Assessment aimed at determining the competency or level of achievement of a student generally at the end of a course of study or a unit of work.

MYP: From Principles into Practice

Sample Assessment Tasks

The following non-exclusive list of descriptions of tasks that might be used as summative or formative tasks.

Written

- Create or participate in a blog or other social medium – share ideas in an interactive and ongoing way
- Creative writing assignment – a story or account, a poem
- Demonstration – evidence of a skill or attitude, often through teacher observation and anecdotal report
- Essay – multiple paragraph, structured
- Examination – broad based task that covers multiple topics
- Lab assignment – a write-up based on scientific criteria
- List or record – a directed set of short responses
- Piece of writing – any writing that does not fall under another category or has multiple categories
- Quiz (limited coverage, recently taught material, under 15 minutes)
- Report – an in-depth study or analysis that is not organized as an essay

- Response/commentary – analysis, like a book report, that makes a judgement
- Test (wide breadth coverage, but usually single topic or unit, longer period of time)

Oral

- Debate – group exercise in which opposite arguments are put forward on an issue
- Demonstration – evidence of a skill or attitude, often through teacher observation and anecdotal report
- Interview – dialogue between two or more people. Could be a written assignment.
- Performance (as in music or acting) – demonstration of taught skills
- Presentation or report – organized and scripted
- Quiz – oral response to a set of questions
- Seminar – participation in an open discussion about a topic
- Speech – prepared or impromptu

Visual

- Create a video or slideshow – using technology for a visual presentation
- Performance – prepared and/or rehearsed as in Music/Drama
- Representation (2D) – a poster, brochure, pamphlet or similar visually-oriented work
- Representation (3D) – a model or project

Assessment and Inclusion

Students with special educational needs' are defined as those who have the intellectual capacity to meet all curriculum requirements, but who have individual learning needs and who require special arrangements to demonstrate their level of achievement. Therefore, where standard assessment conditions could put candidates with special educational needs at a disadvantage by preventing them from demonstrating their level of attainment, special arrangements may be authorised by the IB. This approach applies to students with learning difficulties, alongside students affected by temporary, long-term or permanent disability or illness. At Al Sahwa we have a strong Support For Learning Department (SFL) who work alongside our students with special educational needs.

Students with learning support requirements may require reasonable adjustments to access the **MYP** curriculum framework or the **DP** curriculum, including internal and external assessments. A reasonable adjustment is an action taken to remove or decrease a disadvantage faced by students with learning support requirements. Adjustments involve changes to specific aspects or specific criteria of the assessment, the overall learning outcome **must** remain the same. The teacher is responsible for making modifications in partnership with SFL department teaching assistants. inclusive access arrangements may be

made on provision of authorized reports from an educational psychologist. These include offering more time (up to 25%) on written tasks and projects, the use of a laptop for tests, etc. Formal assessments completed by these students are marked/graded to the same standards and criteria as the rest of the subject group.

Full details of assessment arrangements for students with special education needs can be found in the [Access and Inclusion Policy IBO](#) and [Al Sahwa Inclusion Policy](#).

MYP Assessment Criteria and Achievement Levels

In the MYP, teachers address objectives (through classroom teaching and learning-the taught curriculum) and assess criteria (through formative and summative assessment tasks-the assessed curriculum).

Subject groups must assess all strands of all four assessment criteria at least twice in each year of the MYP.

IB provides the required assessment criteria for years 1, 3 and 5 of the MYP. At Al Sahwa, MYP teachers make decisions about students' achievement using their professional judgment and "best-fit" approach, guided by mandated criteria that are public, known in advance and precise (MYP Assessment Criteria are discussed with students at the start of each academic year and at the start of the unit), ensuring that assessment is transparent. Importantly, teachers and students should develop specifications and establish clear expectations at the beginning of each summative assessment process. These expectations should be visible and clear to all stakeholders involved

Task Specific Clarifications

In all years of the MYP programme, teachers clarify the criterion for each task in a manner best suited to the context (written in student friendly language, a task sheet, etc). This clarification will occur at the beginning of the task so students are afforded the opportunity to succeed in accordance with expectations. When clarifying expectations for MYP assessments, teachers must ensure that they do not alter the standard expected in the published criteria or introduce objectives beyond those developed in the unit.

Use of Technology to Support Assessment

Use of technology refers to digital tools which may be used to fulfill a purpose within an assessment task. The exact use of technology will depend upon the purpose and context of the assessment, leading to a level of authenticity and fit for the purpose. For example, an

online quiz may enable students to receive instant feedback regarding their content knowledge, which helps provide timely feedback to inform learning. For more on the role of digital tools and assessment, [IBO. \(2018\). Quality Assessments in a Digital Age](#)

Use of Command Terms

Command terms are embedded in the objectives and assessment criteria of each subject group in the MYP. “Command terms are key terms and phrases used in the syllabus content and in examination questions to indicate what is required in response to a particular command. This also suggests the type and depth of response that is expected.” (IBO, 2018, p. 136).

Specific practices:

- Teachers explicitly use, explain, and differentiate the command terms included in assessment tasks.
- Command terms are made available in a glossary format in all summative assessment tasks.

Student reflection and involvement in Assessments

Student involvement in assessment serves a crucial role in learning and, as such, students should have a deep understanding of what their assessments tell them. Student involvement in assessment processes may include determining what outcomes indicate successful learning, self-assessment, peer-assessment, and reflective processes.

Group Based Assessments

Summative assessment tasks must be developed in a way to allow each student to be individually assessed using the chosen criteria. As stated in MYP: From Principles into Practice (2014), “Group work—teachers need to document carefully the input of individuals working in a group situation so that the achievement levels for individual students can be determined” (p. 84). Students must not be given a group achievement level and, instead, should be assessed aligning their individual contribution closely with the descriptors in the criteria.

Assessment of Late or Missed Work

The following outlines the policy regarding student absences from class resulting in late or missed work. Students need to demonstrate understanding of learning outcomes. If a student is absent, it is expected that students take the responsibility to immediately find out from teachers or a classmate what learning was missed and how to make up any assignments.

Missed Deadline Procedure

The school follows a [missed deadline procedure](#) for all students that fail to submit work on time. After a deadline is missed teachers will contact parents through school SMS service and give a one day extension. If this final deadline is missed students will be asked to attend a mandatory after school catch up session for one hour on a Monday supervised by a School Leadership Team member. After the time is completed the piece of work is then returned to the teacher for assessment. This procedure ensures that all students complete required tasks and reinforces continuous assessment.

Assessment Criteria Across Subject Groups

Students will be assessed in eight MYP subject areas. Each subject area has specific criteria to be assessed. Below is an example of Language and Literature assessment criteria.

Language & Literature (English A, Arabic A)

Maximum level for each criterion

- | | |
|--------------------------------------|----------|
| ● Criteria A - Analysing | 8 |
| ● Criteria B - Organising | 8 |
| ● Criteria C - Producing text | 8 |
| ● Criteria D - Using language | 8 |

Subject Specific Criteria

- The SSC provides assessment details regarding learning objectives.
- Each subject group has four criteria.
- The criteria contain descriptors that correspond to a scale of 0 to 8 and indicate a student's level of achievement for each learning objective.

- The levels of achievement represent a continuum of learning within a year as well as throughout the whole MYP, from grades 7 through 10.

Levels of achievement and MYP grades

- Report cards for all semesters indicate the cumulative levels of achievement for the criteria and take into consideration the most consistent performance up to that point in the year.
- Levels of achievement are based on summative assessments that describe the student's performance by the end of the semester
- Summative assessments are complemented by the programme's special emphasis on formative assessments, which measure the progress of the student throughout the year.
- Each criterion is assessed at least one time by the end of semester 1 and at least 2 times by the end of semester 2.
- Report cards for semester 1 and 2 include an MYP level based on MYP grading boundaries. Report cards in October are based on ATL's

Conversion of levels of achievement to MYP grades

- MYP grades are on a scale from 1 to 7.
- These grades are calculated by combining the cumulative levels of achievement for all criteria
- This combined total of levels of achievement is out of 32 (four criteria with maximum achievement level of eight)
- The combined total is converted from levels of achievement to a subject grade using a conversion table.
- The numbers on the 1 to 7 MYP grade scale represent descriptors of what the student knows, understands, and can do (shown in the tables below, with a **highlighted example**). See *Appendix A* for IB MYP Grade Descriptors
- These grades are based on summative assessments that describe the student's performance by the end of each semester. This is complemented by the programme's special emphasis on formative assessment during the different stages of the learning process, which measure the progress of the student throughout the year.

Criteria	Levels of Achievement
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Criterion A	5 on a scale of 8
Criterion B	4 on a scale of 8
Criterion C	6 on a scale of 8
Criterion D	4 on a scale of 8
Level of Achievement Total	19 on a scale of 32
MYP Grade	5

Recording and Reporting Student Achievement

At Al Sahwa Schools, it is important for students to have access to their assessments on an ongoing basis. Records of assessment grades must be kept regularly and stored in individual [Markbook](#) on Team Drive. This allows for transparency and clarity of student assessments for teachers, SLT and SFL. This allows students to be identified for intervention where necessary and provides a real time record of assessment for every student. Heads of Departments are responsible for ensuring the following are uploaded to the Assessment Folder on Team Drive for each unit:

- Assessment tasks with rubrics [summative]
- Moderated student examples of summative assessment

Written reports will be issued three times and will focus on student achievement, progress and approaches to learning. Teacher comments will focus on what has been taught, supported by specific evidence and will show strengths and areas to work on. Reports are generated three times a year. Reports include an adapted version of the IB MYP Grade descriptor or the Diploma Grade descriptor (*Appendix B*)

Standardisation

All **MYP/DP/GED** teachers are to ensure that tasks are being assessed in a consistent manner. Assessment tasks, where appropriate, are created collaboratively to reflect the rubric criteria. At the end of each summative assessment moderation will take place within departments to ensure consistency. Summative assessments/coursework/examinations marking must be moderated if there is more than one teacher teaching that subject.

Summative assessments/coursework/examination marking must be moderated if there is more than one teacher teaching that subject.

The standardisation model may involve selecting a sample of exam scripts (Top, Average and Lower marks scripts should be included in the sample) or each teacher of the subject

marks a question across all teaching groups in that subject for that grade level. When there is a significant variance in marks for a particular question or script is noted, a re-mark is required. This should involve the Head of Department. If necessary a moderation factor may be applied across the cohort in that subject and marks across the cohort are adjusted accordingly

Parent Teacher Conferences

Parent/Teacher Conferences: Two Parent Teacher Conferences per year will be held after the first reports are delivered to address goals and concerns. The student shares what she/he has done so far, and what are his/her strengths and areas to improve. The parents share what they have noticed. Then the teacher gives information about the student's progress and needs.

Reporting Schedule in MYP, GED and DP

First Term Interim Progress Report

This report specifies whether or not a student is meeting or not meeting expectations. In addition, ATL skill cluster (Self-management, Social, Thinking, Research and/or Communication) will be reported on with levels Beginning (B), Developing (D), Using (U), Mastering (M)

End of First Semester Report

In MYP, the students will receive a level (from 0-8) for each of the criteria that were sufficiently assessed during the semester in a specific course.

In DP and GED percentages will be used in the assessment of internal exams. Where appropriate, the percentages will then be used to determine grade boundaries using a normal distribution curve and used for reporting. All grades will be aligned with IB grade boundaries as stated in the most recent DP examination subject report.

Parent-Teacher Conferences

Parents and guardians have an opportunity to indicate their preferred times for interviews and to select the teachers with whom they would like to meet well in advance of the interview dates. The interview dates are published in the school calendar. If a parent is unable to attend parent-teacher interviews or does not have the opportunity to talk to a specific

teacher, alternate arrangements can be made with given teachers. Students are also encouraged, but not required to, attend these conferences.

End of Academic Year Report

In MYP, each student will receive a level (from 0-8) for each of the 4 criteria plus a Final IB Grade (1-7) for each subject. The Final IB Grade is determined by adding the most recent and consistent achievement level on each of the 4 criteria to arrive at a total out of 32. (Appendix)

In DP and GED percentages will be used in the assessment of internal exams. Where appropriate, the percentages will then be used to determine grade boundaries using a normal distribution curve and used for reporting. All grades will be aligned with IB grade boundaries as stated in the most recent DP examination subject report.

Aligning the MYP Internal Assessment Model with Ministry of Education Requirements

Al Sahwa School is a Ministry of Education school and we are required to satisfy certain [Ministry of Education requirements](#). For that reason, we use our MYP grades and then convert them to the percentage grades for the Ministry of Education, as shown below.

MYP total Level	MYP Grade	Ministry Grade	MYP total Level	MYP Grade	Ministry Grade
32	7	100	16	4	64
31	7	98	15	4	61
30	7	95	14	3	59
29	7	93	13	3	57
28	7	91	12	3	55
27	6	89	11	3	52
26	6	86	10	3	50
25	6	84	9	2	45
24	6	82	8	2	40
23	5	80	7	2	35
22	5	77	6	2	30
21	5	75	5	1	25
20	5	73	4	1	20

19	5	70	3	1	15
18	4	68	2	1	10
17	4	66	1	1	5

DP Assessment Criteria and Achievement Levels

The following systems are in use when assessing students' work, in Teacher Planners and on reports to parents. The grades are referenced to grade criteria rather than to performance of any group of students in any particular year. Criterion referencing is a type of assessment practice where the performance of an individual candidate is assessed on the basis of pre-defined criterion. Each criterion has its descriptors clearly laid out indicating students level of performance and explanation of the same. IB follows criterion referencing. At Al Sahwa, we will follow the practice of criterion referencing. The 7-1 point scale as used by senior IB examiners when determining grade boundaries for examination papers and coursework components. This scale is also used by universities when determining entrance requirements for students who have completed the IB Diploma or IB Courses programs.

Grade	Description
7	Excellent
6	Very good
5	Good
4	Satisfactory
3	Mediocre
2	Poor
1	Very poor (Fail)

How are Semester Grades calculated for DP students

Semester	Homework/Unit tests/Course work/Projects	Mid-Year Exams	End of Year Exam	Final
Semester 1	30%	70%	x	100%
Semester 2	40 %		60%	100%

Homework and Internal Assessments for DP students

Teachers will work collaboratively when planning the assessment schedule to ensure that summative assessments for different subjects are distributed evenly throughout each semester. The IB Diploma is a rigorous academic programme and in addition to summative assessments students may be given additional homework tasks to complete to support learning. This may include, but is not limited to: reading of set texts, participating in online discussion forums, research tasks and answering set questions.

Internal Assessment – the non-examination part of students' performance in the IB Diploma Programme is a continuous process throughout Years 11 and 12. The deadline calendar (which will be published in the students' planners and on the website) is designed to help students manage their time effectively and maintain a balanced workload throughout the two years of their IB Diploma Programme course. The deadline calendar contains IA deadlines, examination dates, major university admission dates, and other important events.

All IA deadlines are at 13:30 pm on the day indicated (or in the lesson on that day). The best piece of advice an IB Diploma Programme student could be given is to do an assignment as soon as possible after it is set, and not wait until it is nearly time to hand it in.

Late Submission of assignments in DP

Extensions for submission of assignments are based on individual circumstances and should be worked out with the teacher well before the deadline. Unauthorised late submission of assignments will result in a 10% deduction from the final mark for each day that the assignment is late. If the assignment is more than a week late then the student will be awarded a zero for the assignment in question. Parents will be notified of any late submissions.

Absent from exam

If a student misses term examination because of a serious illness or medical condition or any other valid reason, the following steps will be taken:

- Student presents a medical certificate or letter from parent explaining reason of absence
- Principal and respective coordinator will meet to decide on the validity of the documents
- If the reason is valid, exam script will be prepared for the student
- Principal will inform parent on the date and time of the exam

DP and Ministry of Education Requirements

The educational requirements of the Ministry of Education in Oman (MoE) are entirely independent of the DP curriculum. Students are assessed on Islamic and Social studies; material which is not found in any of the IB courses on offer at the school. Students are assessed in January and June of their second year of IB DP.

Monitoring student progress and Promotion requirements from Grade 11 to Grade 12

Student progress must be actively monitored during the year between each reporting. Any parent whose child in Grade 11 or 12 is flagged by a teacher as being at-risk must receive written communication about these concerns from that teacher, via email, and copy the DP Coordinator and Head of Department on this mail. For DP students, An at-risk letter will be issued in March for students at risk of failing (getting a grade 2 or 1 in their examinations).

Al Sahwa will use the same criteria as the IB to determine whether a student continues in the Diploma Program following each examination session in Grade 11. In addition, the IB's requirements for the Diploma state that a student with an attainment grade of 2 or lower in three or more subjects will not meet DP requirements.

Al Sahwa, therefore, will also incorporate the following requirements in our promotion criteria: in order to meet promotion requirements for Grade 12, a student must achieve a minimum passing grade of 3 in each subject. a student will be allowed resit examinations only at the end of Grade 11.

IB Predicted Grades

IB predicted grades will be calculated using the Excel spreadsheet made available by the DP Coordinator. 20% of the predicted grade will be based on student performance in the unit tests in Grades 11 and 12, 30% from the end-year Grade 11 examination. The remaining

50% is determined by the mock examination in Grade 12, in conjunction with the final IA, in the same proportion as internal/external assessment is weighted for that subject in the DP.

Final Year of MYP/DP Programmes

Final IBDP examinations in Grade 12/DP2 are set by external examiners and papers delivered to Al Sahwa from the IB. These will be kept secure following IB security requirements and scripts dispatched at the end of each examination session.

Special Examination Arrangements

“Access arrangements are made for students who have been diagnosed with Specific Learning needs or any other conditions as per IBO regulations.” These arrangements are applied to internal and, if approved, to the external examinations and assessments. Our SFL department will help ensure student needs are identified and the proper documentation submitted. Parents should contact the Head of Support for Learning or programme coordinator for further details.

External IBDP assessment

Examinations form the basis of the assessment for most courses because of their high levels of objectivity and reliability. They include:

- essays
- structured problems
- short-response questions
- data-response questions
- text-response questions
- case-study questions
- multiple-choice questions (limited use of these).

There is also a small number of other externally assessed pieces of work, for example, TOK essays, extended essays and language and literature assignments. These are completed by students over an extended period under teacher supervision instead of examination conditions, and are then marked by external IB examiners.

Internal assessment (IA)

Teacher assessment is also used for most courses. This includes:

- oral work in languages
- fieldwork
- laboratory work in the sciences
- investigations in mathematics

Internal assessments are checked by external IB examiners and normally contribute between 20% and 30% of the total mark. Some of the arts courses, for example, music, theatre arts and visual arts, have assessment of a major practical component, which can account for as much as 50% of the total mark.

Theory of Knowledge and Extended Essay

Assessment of TOK and the extended essay is by a system of bonus points. In TOK, work is assessed both internally and externally. Extended essays are assessed externally. These two components are each graded in one of five bands

A	Work of an excellent standard
B	Work of a good standard
C	Work of a satisfactory standard
D	Work of a mediocre standard
E	Work of a poor standard (Fail)

It is possible to gain a bonus point of up to 3 points for TOK and Extended Essay in combination. The bonus points are determined according to a matrix. Appendix C

External Assessments MYP 5

Students' work is externally assessed by the IBO during Grade 10 via ePortfolios and eAssessments.

ePortfolios: Arts, Design, PHE, Students prepare a portfolio of work between November and March of Grade 10 - A typical ePortfolio summative assessment will comprise approximately 20 hours of teaching time. This is the "exam event". The task will be based on a partially completed unit plan set by the IB: The Global Context and the Inquiry questions will be given to students; however, the outcome of the task will be set by the school. These will be internally assessed by the teacher, standardized by other teachers within Al Sahwa and then externally moderated.

eAssessments: English A, Arabic A, English B, Maths, Sciences, Individuals and Societies, Inter Disciplinary exam Each on-screen exam comprises two or three tasks. One task is connected with, inspired by or derived from the IB defined Global Context for the session.

This will be the same for all types of assessment for the session. All on-screen exams will last for 2 hours.

MYP Personal Project

- Students will undertake the Personal Project in Grade 10/MYP 5.
- It is a culmination of the student's MYP experience and is intended to demonstrate their abilities to investigate an area of interest through independent study.
- Students must shape their investigation around one of the Global Contexts, and show their ability to apply their knowledge, understanding, and skills practiced and developed throughout their MYP experience.
- Their Personal Project may take the form of a research essay, constructed object, artistic production, investigation or presentation.
- The learning objectives of the Personal Project are based on four criteria (shown in the table below).
- A student's level of achievement for each criterion is represented by a number on a 0 to 8 scale.

Subject specific Criteria for the MYP Personal Project
Criterion A : Investigating
Criterion B : Planning
Criterion C: Taking Action
Criterion D : Reflecting

Assessment and Academic Honesty

Al Sahwa places great value on the ethical qualities of personal integrity and academic honesty. Academic honesty is expected of all members of the school community; students, faculty, administration and parents. Students are expected to abide by the school's Academic Honesty Policy when completing any and all pieces of assessment work, the overriding principles of which are outlined below:

- All work produced by students is their own, authentic work
- All such authentic work has the ideas and words of others fully acknowledged
- Students understand and obey the rules relating to proper conduct of examinations
- Students understand the difference between collaboration and collusion, and that it is unacceptable to present work arrived at through a process of collusion
- The policy refers to all assignments set and completed in school or at home

Policy Review

This Assessment Policy will be reviewed annually as part of the internal review. Overall responsibility for the process rests with the Schools' Senior Leadership Team. Teachers, parents and students will be surveyed to determine the effectiveness of the Schools' assessment techniques and, where necessary, the Assessment Policy will be updated.

Date Created	Date Approved	Next review
January 2020		January 2021

Communicating the Assessment Policy

The Assessment Policy shall be available to the school community. It shall be posted on the school website and library and updated as it is revised.

Policy Alignment

Al Sahwa academic honesty philosophy and policy align with our school values and other policies listed below.

- [IB Learner profile](#)
- [Al Sahwa Core Values](#)
- [Al Sahwa Academic Honesty Policy](#)
- [Al Sahwa Language Policy](#)
- [Al Sahwa Inclusion Policy](#).
- [Al Sahwa Admission Policy](#)
- [Ministry of Education requirements](#).

This policy will be used in conjunction with the above policies and related IB documents.

Sources

MYP: From Principles into Practice. International Baccalaureate Organization, Sept. 2017
Further guidance for developing MYP assessed curriculum. International Baccalaureate Organization

Assessment principles and practices - Quality assessments in a digital age. Cardiff, UK: IBO.

LeBocage International School Assessment Policy

Diploma Programme: From principles into practice

Guidelines for developing a school assessment policy in the Diploma Programme Published by the International Baccalaureate

Diploma Programme Assessment Procedures Published in 2018 by the International Baccalaureate

Diploma Programme approaches to teaching and learning website Published in 2015 by the International Baccalaureate

Appendix A

Grade	Grade Boundary	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with

		support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

Appendix B : DP Grade Descriptor

IB Grade	Descriptor
7	Excellent performance A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
6	Very good performance A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
5	Good performance A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
4	Satisfactory performance A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation
3	Mediocre performance Limited achievement against most assessment objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support. This is the minimum

	passing grade required in order to meet promotion requirements.
2	Poor performance Very limited achievement against all assessment objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.
1	Very poor performance Minimal achievement in terms of all assessment objectives.

Appendix C.TOK/Extended Essay Matrix

TOK/EE	A	B	C	D	E
A	3	3	2	2	
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing Condition				