



# Naseem International School

Handbooks, Policies, Procedures, and Forms

## NIS Assessment Policy

Date created	Latest update	Next review	Responsible
April 2016	December 2020, January 2025	January 2028	LST

Naseem International School  
"STUDENTS FIRST"  
KINGDOM OF BAHRAIN



مدرسة النسيم الدولية  
"الطلبة أولاً"  
مملكة البحرين



## IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## الرؤية مدرسة النسيم الدولية تُعد المتعلم الفعّال دولياً مدى الحياة Vision

Naseem International School inspires lifelong learners and global citizens.

## رسالة المدرسة

نحن الهيئة العاملة في مدرسة النسيم الدولية نعمل جاهدين لتعليم الطالب، والتعامل معه ككل متكامل، لذا فإن كل ما نقدمه له من تعليم متوازن قائم على استغلال جهده المبذول للنمو به في كل المجالات فكريا، وجسديا، وروحيا، وعاطفيا، واجتماعيا، وبالتالي تمكينه من أن يصبح الشخص الذي يريد.

كما أننا نعمل على أن نجعل من طلبتنا أشخاصا مفكرين، ونقادا قادرين على الاعتناء بأنفسهم وبالآخرين، وعلى تحمل المسؤولية بفاعلية واقتدار، وبهذا يتم تشكيل مجتمعنا، وحماية عالمنا الذي نعيشه.

## Mission Statement

We, the staff at Naseem International School, are committed to educating the whole person. We aim to provide a balanced education, which enables students to fulfill their potential in all areas of growth - intellectually, physically, emotionally, spiritually and socially - and empowers them to become the people they can and want to be.

We realize the importance of students becoming critical thinkers who can take care of themselves and compassionately care for others. Thus, they take an active, responsible part in shaping our society and saving the world.

## الدولية في مدرستنا

مدرسة النسيم الدولية مجتمع متعدد الجنسيات واللغات ، فلسفتنا ومنهجنا يضمنان إمكانية تحقيق مخرجات التعليم. من خلال رسالة مدرستنا وما تبديه من اتباع للفلسفة الدولية فقد التزمنا بالتفكير الدولي، ودمج الثقافات ، والمواطنة العالمية. إننا نولي قيمة عالية للوعي العالمي، لتجاوز الحدود الوطنية فيما يتعلق بالبرامج الأكاديمية لدينا وبمشاركتنا الواسعة في المجتمع بما تنص عليه المعايير الدولية لاعتماداتنا.

## Internationalism at our school

Naseem International School is a multinational and multilingual community. Our philosophy and curriculum ensure international mobility of our educational outcomes. Through our school mission statement and its adherence to an international philosophy, we have committed ourselves to international mindedness, inter-culturalism and global citizenship. We place a high value on global awareness and the transcendence of national borders with regard to our academic programmes, our broader community involvement and the international standards of our accreditations.



## IB Mission Statement

The International Baccalaureate (IB) aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

## School Vision

Our school inspires lifelong learners and global citizens who are principled, reflective, and committed to academic integrity.

## School Mission Statement

We, the staff at our IB Continuum School, are committed to educating the whole person. We aim to provide a balanced education that enables students to fulfill their potential in all areas of growth—intellectually, physically, emotionally, and socially—while empowering them to become principled individuals who act with integrity and honesty. We strive to create a culture of academic honesty where students are encouraged to take responsibility for their learning and respect the intellectual property of others.

## High Quality Learning Definition

We at NIS believe that high-quality learning is the process through which our students are able to acquire information, knowledge, skills and understanding while developing their important 21st century skills such as, technological literacy, communication, collaboration, problem solving, critical thinking and creativity. This learning takes place within a safe and caring community with a clear set of shared values based on our school's vision and mission of creating 'life-long learners and global citizens.'

## Internationalism at our school

Naseem International School is a multinational and multilingual community. Our philosophy and curriculum ensure international mobility of our educational outcomes. Through our school mission statement and its adherence to an international philosophy, we have committed ourselves to international mindedness, interculturalism, and global citizenship. We place a high value on global awareness and the transcendence of national borders with regard to our academic programmes, our broader community involvement, and the international standards of our accreditations.

## Global Citizenship definition

At NIS it is believed that we are global citizens when we consider ourselves part of the larger global community. We are the individuals who exhibit the traits and actions that promote the connectivity and interdependence of the local, national and global economies, environments, societies and cultures.

## 1. Introduction

NIS is authorized to deliver the International Baccalaureate Curriculum Framework for the IB Primary Years Programme (PYP) (Nursery to Grade 5), the Middle Years Programme (MYP) – (Grade 6 - 10), the Diploma Programme (DP) (Grade 11-12) and the Career-related Programme (CP) (Grade 11-12). The Taught Curriculum, the Written Curriculum, and the Assessed Curriculum are the three components of the whole school curriculum. As such the assessment of students' achievement is regarded as one component of the overall curriculum in the school. Assessment is connected to the school's philosophy and educational goals. It is also connected to the professional development of staff and is integrated into a well-designed and documented process. The overall goals of that process are the improvement of teaching and learning and the developing of the IB Learner Profile.

This assessment policy is designed to align with the International Baccalaureate (IB) assessment model, criteria, standards, and practices. It aims to provide a clear and comprehensive framework for evaluating student learning across all programs at NIS ensuring consistency, fairness, and transparency in the assessment process.

## 2. Purpose of Assessment

Assessment serves several purposes:

- 1.1. Motivating students
- 1.2. Identifying the learning needs of an individual student or a group of students
- 1.3. Providing a baseline against which to measure success and progress
- 1.4. Providing information about a student's level of attainment in relation to the knowledge, skills, and understanding element of the curriculum
- 1.5. Gathering information for reporting purposes
- 1.6. Informing planning
- 1.7. Assisting the development of teaching strategies
- 1.8. **Formative:** To monitor student learning and provide ongoing feedback.
- 1.9. **Summative:** To evaluate student learning at the end of instructional units.
- 1.10. **Diagnostic:** To identify strengths and weaknesses before instruction begins.
- 1.11. **Norm-Referenced:** To compare student performance against peers.

**At NIS we also recognize that students:**

- 1.12. Have differing learning styles;
- 1.13. Have different cultural experiences, expectations and needs;
- 1.14. Perform differently according to the context of learning;
- 1.15. Need to know their achievements and areas for improvement in the learning process;
- 1.16. Should receive feedback that is positive and constructive.

### 3. Statutory Requirements

Assessments are usually aligned to meet government and other statutory requirements

### 4. Assessment Objectives

Assessment must be matched to clear learning objectives/outcomes and should provide information about:

- 4.1. What students know and understand
- 4.2. The skills they have acquired
- 4.3. How students have learned and developed as learners
- 4.4. Learning problems or difficulties and student needs
- 4.5. The achievement of the learning outcomes/objectives
- 4.6. The level of individual, group and class standards
- 4.7. The effectiveness of the programme of study

### 5. Principles of Assessment

NIS assessment practices are guided by the following principles:

- A. **Alignment with IB Standards:** All assessments are aligned with IB curriculum frameworks to reflect specific objectives and learning outcomes.
- B. **Inclusivity:** Assessments accommodate diverse learning needs.
- C. **Transparency:** Criteria and expectations are clearly communicated to students.
- D. **Reflective Practice:** Our effective assessment allows students to:
  - a. Have access to and understand assessment criteria
  - b. Actively take part in analyzing their own learning needs
  - c. Highlight their strengths and motivate them through success
  - d. Show where their weaknesses can be improved
  - e. Set goals
  - f. Take part in self and peer evaluation
  - g. Be reflective
- E. **Continuous Improvement:** Feedback informs teaching and curriculum development and provides opportunities for continuous improvement;
  - a. 3.8 Support staff in using multiple assessment strategies
  - b. 3.9 Provide time for teachers to plan and reflect
  - c. 3.10 Assist in the interpretation and use of assessment data
  - d. 3.11 Provide time to reflect on results
  - e. 3.12 Use performance to set specific achievement goals and to plan for future years

## 6. Curriculum planning and assessment

Students' progress is monitored against specific learning outcomes/objectives identified in our curriculum documents, and assessment is linked specifically to those learning outcomes.

### Learning outcomes/objectives should:

1. Identify enduring and intercultural understandings
2. Summarize the desired insights we want the students to attain
3. Summarize the key meanings, inferences, and importance of the content required to be revealed through sustained inquiry, be differentiated.

Learning outcomes are written in response to the questions, "What do we want students to know, understand, and be able to do? What is worthy of understanding? What enduring understandings are desired?"

Assessment criteria and assessment tasks are drawn up in answer to the questions, "How will we know if students have achieved the desired learning outcomes and met the standards? What will we accept as evidence of student understanding and proficiency?"

### Teachers use assessment:

1. to evaluate student progress, to evaluate curriculum delivery
2. to inform future planning, and
3. to enable differentiation to take place effectively. The success of the learning process is measured by regular and ongoing assessment.

The assessment framework below clarifies the timing and nature of assessments for each particular course. Assessment forms part of the overall curriculum and is a key component of the scope and sequence documents that ensure the continuity and progression of our curriculum. Assessment is an integral part of our planning cycle and is an essential element of our schemes of work.

## 7. Assessment Practices

We employ diverse assessment methods for comprehensive evaluation:

- 7.1. **Pre-Assessments (Diagnostic Assessments):** A **pre-unit or diagnostic assessment** is used to establish prior knowledge of experience the learners may be bringing to the unit or the year.
- 7.2. **Formative Assessments:** **Formative assessment** activities are linked to the main inquiry points and teacher questions. They help learners know where they are in the learning process and what they need to do to progress. They are used to evaluate and inform the teaching and learning. Examples: quizzes, observations, discussions, peer assessments, and self-assessments (assessment for and as learning).
- 7.3. **Summative Assessments:** At the end of a unit, a summative assessment or performance task is designed to incorporate all the enduring understandings. It is also used to evaluate teaching and learning. These can be tests, projects, presentations, and portfolios, etc.
- 7.4. **External Assessments:** IBDP examinations and others.

## 8. Reporting and Feedback

- 8.1. **Regular Feedback:** Timely and constructive feedback will guide student learning.
- 8.2. **Reporting:** Progress will be communicated through report cards, conferences, and digital platforms.
- 8.3. **Parent Involvement:** Encouraging parental involvement in the assessment process through different means including but not limited to demonstration of learning platforms, 3-way conferences and student-led conferences, etc.

## 9. Supporting Assessment

## NIS's expectations of the student

The teacher can expect the student to

- Be on-time to class and fully prepared for assessment activities ( only 5-minute delays are tolerated);
- Respect others' right to learn and to collaborate constructively with peers;
- Submit any required work—homework, class work, assignments and projects, etc.—on time and with due diligence;
- Present work neatly and appropriately, i.e. general written work should be completed in blue or black ink, and diagrams should be in pencil and/or colored pencils.

## NIS's teacher's expectations

The student can expect the teacher to

- Clearly identify the requirements for each piece of work, providing students with task specific clarification of relevant assessment criteria/rubrics;
- Provide adequate time for students to complete any given assessment task;
- Provide adequate access to any materials necessary for the successful completion of any assessment task;
- Assess all work appropriately and return it to students as soon as possible (within 5 working days maximum). For more detailed work, especially in the completion of MYP projects,

## NIS's parents' expectations

The school encourages parents to offer constructive and positive support as their children complete their school work. However, this support should not go so far as to compromise the authenticity of the child's work.

The school recommends that:

- A student should be provided with a quiet space at home and adequate time to complete their school work;
- A student should have access to a computer and Internet.

# 10. Academic Integrity

We uphold academic integrity principles. Students are expected to submit original work and understand the implications of academic misconduct, including plagiarism.

Reference: [Academic Honesty Policy](#) (link will be added once the AH policy is reviewed)

---

# Assessment Policy by Program

## Primary Years Programme (PYP)

### 1. Assessment Philosophy:

The prime objective of assessment in the PYP is to provide feedback on the learning process. Bruner states that the student should receive feedback “not as a reward or punishment, but as information” (Bruner 1961:26). Teachers need to select assessment strategies and design assessment instruments to reflect the particular learning outcomes on which they intend to report. They need to employ a range of strategies for assessing the student work that considers the diverse, complicated, and sophisticated ways that individual students use to understand their experiences. Additionally, the PYP stresses the importance of both student and teacher self-assessment and reflection.

Assessment is integral to all teaching and learning focusing on the development of the whole child. It is central to the goal of thoughtfully and effectively guiding students through the five essential elements of learning:

1. The acquisition of knowledge,
2. The understanding of concepts,
3. The mastering of skills,
4. The development of attributes
5. The decision to take action.

The prime objective of assessment is to provide feedback on the learning process and to plan appropriately for all students.

### 2. Types of Assessment:

We believe that Assessment **for** Learning, or **formative assessment**, is the key to effective teaching and learning. It provides an environment in which intercultural understanding can flourish, learners can become inspired, and the attributes from the learner profile can be developed. Formative assessment supports ongoing learning.

We believe that assessment **of** learning or **summative assessment** is also important. Summative assessment is concerned with summarizing assessments at particular points in time and supports a range of further purposes, including evaluation, reporting, planning, target setting and tracking student attainment, achievement and progress.

### 3. Reporting

**Student-led conference** is a conference organized and facilitated by learners, in which they discuss their academic learning, journey and goals with their families.

**Parent-Teacher Conferences** are a meaningful opportunity for parents and teachers to discuss each student's learning, academic progress, challenges and goals. Students are also encouraged to be a part of the conference. Portfolio is a collection of learners' work representing a student's learning journey over the course of a school year.

Reports focus on student progress about the PYP learning outcomes and the IB Learner Profile.

### 4. Feedback

Feedback is constructive, emphasizing strengths and areas for growth.

### 5. Assessment Tools and Strategies

Teachers are to gather information about students' learning through a range of tools and strategies which reflect the thinking skills of Bloom's taxonomy. Those include:

Assessment strategies and tools					
Assessment tools \ Assessment strategies	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums
Observations	✓		✓	✓	✓
Performance assessments	✓	✓		✓	✓
Process-focused assessments	✓		✓	✓	✓
Selected responses		✓	✓		✓
Open-ended tasks	✓	✓		✓	✓

## 6. Elementary School Marking Policy

### Purposes of a marking policy

The purpose of this policy is to make explicit how teachers mark children's work, standardize the way in which we mark, maintain consistency throughout the elementary school, ensure that marking is used constructively, and to provide feedback to students. Teachers need to be aware that all work on public display must be conventionally correct. i.e. edited and corrected, if not, it must be labeled a "draft".

### What principles are needed to guide the schools approach to marking?

#### Marking must:

1. Involve discussion and reflection on the students' work **with** the student. Student conferencing must be an integral part of all curriculum delivery;
2. Be manageable for teachers and beneficial to children;
3. Give recognition and praise for achievement and clear strategies for improvement;
4. Ultimately be seen by children as a positive approach to improving their learning.

#### Purposes of Marking

1. To provide constructive and meaningful feedback to students
2. To promote learning
3. To motivate students to improve
4. To close the gap between what students can currently do and what we would like them to be able to do
5. To enable students to become reflective learners
6. To highlight individual needs
7. To correct errors and **clarify any misunderstandings**
8. To encourage dialogue between teacher and student
9. To set attainable goals for students
10. To guide teacher's future planning

#### How we mark students' work

1. Marking must be clear, consistent and understood by all stakeholders
2. Teachers must use a different color and/ or writing tool to that of the student.
3. Marking can be oral and/or written

#### Guidelines for written marking are outlined below:

		N – KG2	Gr. 1 - 3	Gr. 4 – 6
<b>Editing Keys</b>				
Spelling	sp			
Punctuation	full stop/ question mark or exclamation mark circled			
Capital ( <i>English only</i> )	(triple lines underneath)			
Lower Case (lc)	b B			
<b>Spacing</b>				
Insert	//	KG 2 onwards		
Take Out	^			
New Paragraph	mistake		Gr 3 onwards	
Other Mistakes	¶  (circle)			
Incomplete work	Inc			
Date and sign students' work.				

## Middle Years Programme (MYP)

### 1. NIS MYP Assessment Philosophy:

Assessment in the MYP is an integral part of learning, involving students in self-assessment and providing feedback on the thinking strategies and processes as well as the outcome. In the MYP, assessment is aimed at evaluating students' understanding and application of knowledge across disciplines.

At Naseem International School teachers are required to organize continuous assessment, over the course of the programme, according to specified criteria that are directly related to the objectives of each subject. Regular internal assessment and reporting play a major role in the students' and parents' understanding of the objectives and criteria, in the students' preparation for final assessment, and more generally in their development according to the principles of the programme. The MYP offers a criterion-referenced model of assessment. Teachers at NIS are responsible for structuring varied and valid assessment tasks (including tests and examinations) that will allow students to demonstrate achievements according to the required objectives within each subject group. These include open-ended problem-solving activities and

investigations, organized debates, hands-on experimentation, analysis and reflection. Assessment in the MYP therefore, is best described as internal, as opposed to external, because the assessment tasks, strategies and tools are designed, developed and applied by all our subject teachers. The IB believes that teachers are best placed to assess the work of their MYP students; the assessment model supports the professional judgment of the teacher in deciding the levels of achievements of individual students. Final assessment in the MYP requires teachers to make judgments based on the rigorous application of the prescribed assessment criteria defined in each subject guide. <sup>1</sup>

## 2. Criterion-related assessment

At NIS the MYP assessment model is **criterion-related**, as it is based upon pre-determined criteria that all students must have access to. The MYP identifies a set of objectives for each subject group, which are directly related to the four assessment criteria of that particular subject group. The level of student success in reaching the objectives of each subject group is measured in terms of **levels of achievement** described in each assessment criterion. The kind of generic application of broadly constructed criteria that is used in MYP assessment practices is called “**criterion-related**” assessment. This differs from the term criterion-referenced assessment in that it does not require a mastery of each descriptor and better describes **the MYP “best-fit” approach**. The determination of achievement levels usually happens at the end of a learning period such as the end of an MYP Unit of Work, a semester or a school year. As students are continually assessed in the MYP, teachers will be in a position to determine a level of achievement that is also supported by evidence from assessments undertaken during a learning period. Teachers and administrators may wish to collect, collate, and analyze assessment data over various periods of time. These assessment strategies may be used in conjunction with other forms of assessment to evaluate both student performance and the efficacy of the programme.

## 3. MYP Assessment Principles

Throughout the curriculum and instructional process assessment should

- 3.1. Account for a variety of learning styles;
- 3.2. Be differentiated to account for the diverse backgrounds of learners;
- 3.3. Provide a wide variety of different assessment opportunities, and to be relevant and motivating to students;

---

<sup>1</sup> (Excerpt from the *From Principles Into Practice*, published May 2014).

- 3.4. Be criteria-related using published, agreed, learning objectives mandated by the IB and made clear to students by teachers before tasks begin;
- 3.5. Measure what students understand, what they can do and what they know;
- 3.6. Be both **formative** (to assist students in building understanding, skills and knowledge) and summative (to assess students' acquired understanding, skills and knowledge);
- 3.7. Be on-going and reflective;
- 3.8. Allow students to evaluate their progress and set targets for improvement;
- 3.9. Allow the school to evaluate the measure of success in meeting specific learning objectives;

#### 4. Types of Assessment:

Below are examples for both formative and summative assessment tools:

- 4.1. **Formative Assessment:** Classwork, quizzes, and projects to provide feedback during the learning process.
- 4.2. **Summative Assessment:** Semester exams, projects, and presentations aligned with MYP criteria.

#### 5. MYP OUTLINE OF PROCEDURES

- 5.1. All strands of all criteria must be covered at least once within a reporting period (quarter)
- 5.2. All classwork or homework that is not a formal MYP graded assessment needs to be acknowledged in some way and recorded
- 5.3. All formal MYP graded work should be accompanied with a task-specific rubric and task sheet and should clearly identify the MYP assessment criteria being assessed. The rubric may or may not be constructed in collaboration with the students and must be derived from the MYP interim objectives
- 5.4. Students struggling with larger projects (lasting more than 2 weeks) should receive help by breaking it up into smaller chunks, using formative assessment and/or ongoing feedback
- 5.5. Teacher feedback should aim to ensure that a student knows how they can improve and/or reach the next grade level
- 5.6. MYP graded assessments should be returned within a 2 working week period. Exceptions may occur on large- scale projects and units of an interdisciplinary nature
- 5.7. Teachers must maintain an up to date mark book on the school reporting platform.

#### 6. School Examinations

At the end of semester one and semester two of the academic year, students in Grades 6-10 will sit for formal written examinations. These formal examinations are considered as part of the summative assessments that students complete as part of their program. The results of these examinations should be recorded as follows:

Grades 6-10 IB MYP students have end-of-semester formal examinations for all subjects. Results of end-of-semester examinations are recorded within the body of the MYP Grade book and contribute to the student's best-fit level that appears in the report card.

Please note: Teachers should give students clear guidelines concerning the material to be included in any summative examination and provide a clear explanation of the relationship between the examination and the grades that make up their final achievement level (best-fit) at the end of each semester.

## 7. Recording MYP assessment data

All NIS subject teachers are responsible for documenting assessment data on all their students during the course of MYP units of work in order to support the determination of levels of achievement in each of the four criteria. Teachers take **all** the data into account when determining a level of achievement for a student in each of the four criteria. The final levels for each criterion must then be added together to give a **final criterion levels total** for each subject for each student. Each subject has a guide book showing these assessment criteria. The table below shows these final criterion level totals for each subject:

Language and Literature (Language A)	32	Language Acquisition (Language B)	32
Individuals and Societies (Humanities)	32	Mathematics	32
Science	32	Physics	32
Chemistry	32	Biology	32
Visual art	32	Theatre	32
Physical and Health Education	32	Design- Digital Design	32
Design - Product Design	32	Personal Project	32 <sup>2</sup>

<sup>2</sup> Note: In MYP personal project the school uses MYP assessment criteria and criterion levels totals to determine grades. However, in order to meet local, national requirements, the school added additional criterion (D), and developed their own grade boundary guidelines for the added criterion. The school ensures that predicted grades submitted to the IB are based only on MYP criteria. (From *Principles into Practice 2022*, P. 93)

## 8. Reporting:

At Naseem International School, the Middle Years Programme is offered from Year 1 (Grade 6) up to Year 5 (Grade 10). Students at these levels are required to sit for a Semester Examination at the end of the first semester and at the end of the school year. These examinations are set by subject teachers using the pre-determined assessment criteria as set out above. Progress Reports are also issued to parents in Quarter 1, 2 and 3. (*Excerpts from official IB Publication: From Principles into Practice – May 2014*)

## 9. Feedback:

Regular feedback is provided through rubrics aligned with MYP criteria to guide student improvement.

# IB Diploma Programme

While designing Individual assessment Diploma Programme teachers reflect upon the underlying goals in order to avoid creating task that undermine good teaching and learning. In delivering the IB mission statement and NIS mission statement we encompass these three areas in all our DP lessons:

1. The Learner profile
2. Approaches to teaching and approaches to learning
3. International mindedness and intercultural understanding

**Assessment Philosophy:** In the DP, assessment aims to evaluate students' ability to apply their knowledge in complex and varied contexts.

The section outlines the NIS IBDP approach to student assessment and provides details about the types of assessment that students and their families can expect within Grades 11 and 12. It is understood that:

### Assessment in IB Diploma Programme

The distinctive features of DP external summative assessment are:

- Students must take a prescribed set of subjects to achieve the diploma
- Achievement in the overall diploma is described by a points score whose maximum is 45

- Core subjects contribute up to three points to overall diploma outcome via a points matrix
- Nearly all subjects have multiple components which cover both external and internal assessment
- Nearly all subjects are available at standard level (SL) or higher level (HL), and contribute equally to the overall diploma outcome
- Subjects differ considerably in the number of candidates taking them

## Aims of the Diploma Programme

The validity of DP assessment outcomes can only be determined if we are read this policy along with what the purpose of the DP course and DP programme are. For this reason, we start this section by discussing the aims of the DP programme.

"The Diploma Programme (DP) provides a challenging, internationally focused, broad and balanced educational experience for students aged 16 to 19. Students are required to study six subjects and a curriculum core concurrently over two years. The programme is designed to equip students with the basic academic skills needed for university study, further education and their chosen profession. Additionally, the programme supports the development of the values and life skills needed to live a fulfilled and purposeful life. — (Diploma Programme: From principles into practice 2010: 15)

### Types of Assessment:

- **Formative Assessment:** Practice exams, assignments in class and at home, presentations, group discussions, etc
- **Summative Assessment:** Internal assessments, School semester examinations and mock examination, TOK exhibition and class presentations evaluated against IB criteria.

### Details of Grading in the IBDP Years / Grade 11 and 12

Grades: For IBDP Years/ Grade 11 and 12, the weighting of the NIS grade in each subject will be parallel to that of the IBDP. Thus:

Language A - Lang&Lit	=70% Written; 30% Oral Assignment
-----------------------	-----------------------------------

Language Acquisition	=70% Written; 30% Oral Assignment
Group 3 Subjects	=70% test; 30% assignment
Group 4 subjects	=70% test; 30% assignment
Group 5 subjects	70% test; 30% assignment
Visual Arts	=70% Exhibition, Internal assessment 30% Workbook
TOK	=70% assignment + 30% oral presentations

More details about DP subject specific assignment and assessment details are mentioned in the DP student-parent handbook

The “assignment” portions of the grade in each subject will

- 1) model the IB-mandated internal assessment for the subject
- 2) consist of quizzes & test based on past IBDP examination questions, or
- 3) be a combination of the two.

Throughout the two years, teachers will make regular use of the IB criterion-based rubrics for their subject and make sure that students have access to and are intimately familiar with the appropriate criterion rubrics. To ensure that assessments better prepare the DP students for examination the following key characteristics are followed in NIS Diploma Programme:

1. Sharing learning goals & objectives with the DP students:

Teachers must:

Begin the lesson by sharing the learning objectives and, when relevant, revisit them throughout the lesson in a way that is accessible to all students. Use these objectives to guide questioning and feedback at the end of the lesson. Assess the feedback in relation to the achievement of the lesson objectives to inform future planning stages.

Helping students know and recognise the standards they are aiming for  
Teachers must:

Show students work which has met the assessment criteria, and provide explanation why the work was successful. Give students clear success criteria that relate to the learning objectives. Model what work should look like. At the beginning of the lesson and the end of the lesson teachers must provide opportunity for students to discuss what they know about the topic, what they have learnt and what they found difficult using the learning objectives. Teachers provide written feedback to students for internal assessments and in other regular assessments wherever possible.

#### Procedures for scheduling assessments

a) The IBDP Coordinator releases the school deadline calendar, extended essay deadline calendar and TOK deadline calendar. The dates of course deadlines for all summative and formative assessment items must be given by the subject teacher to the IBDP Coordinator when asked for. b) The IBDP Coordinator should monitor assessment deadlines and, if necessary, arrange meetings with teachers to avoid and resolve any clashes of assessment deadlines and use of resources. If the timing of assessments appears likely to cause significant difficulties for students, the IBDP Coordinator will request appropriate deadline changes to be made. A monthly assessment calendar will be shared with students and parents from the section Principal's office

c) The subject deadline dates for formative /summative/ internal assessments will be put on the google classroom and will be made accessible to students in electronic formats.

d) Check points must be given to students when long assignments are set.

e) Students should be informed about the importance of meeting deadlines and supported in organizing themselves accordingly.

#### Procedure for recording assessed grades:

At NIS, classerra learning management system is used for recording the assessment results. Subject specific internal assessment grades and students work should be made available to IBDP coordinator before submission of e-coursework for external moderation.

Teachers must have a well organised electronic system for each DP

students assessments and grades

The IBDP Coordinator review the subject grades once in each quarter.

Process of conversion of the grades:

NIS Grading system from 9-12 is attached here. (<https://docs.google.com/document/d/17vmLnu3OMfnVAhDZK8obPS4HONampVFcf6R4uEFfez4/edit?tab=t.0>)

Report cards are summative norm referenced reports that reveals the students academic achievement. The weighting of assessment and boundaries for assessments grades will be designed for each subject by the subject teacher.

Written reports will be issued following end of term examinations in January and June. The purpose of written reports is to provide detailed formative feedback alongside students' current achievement levels. Teachers written comments must identify and explain students' strengths, areas for improvement and provide suggestions as to how students can improve their performance. Written reports will be explained to parents during the corresponding parent teacher conferences held twice a year.

### **IBDP Year 1/Grade 11**

Periodic test and review:

At NIS, a weekly IB test is conducted for each DP subject, with advance notification provided to students and parents. Each test is crafted using the DP subject question bank, as well as questions from additional resources supplied by the school, such as the Inthinking subject page and past IB exam scripts. This approach ensures that our students are well-prepared and familiar with the assessment styles. Each test is graded, and marks are awarded as a percentage, which is then converted to the equivalent IB grading scale.

Semester Final Exams:

Students will take semester exams in grade 11 and grade 12 finals with the rest of the high school. These examinations occur twice yearly. The second semester examination Grade 12 is internally conducted as the final mock examination as a preparation towards the final May examination.

### **IBDP Year 2/Grade 12**

# IB Career-Related Program

## 1. Assessment Philosophy:

The CP emphasizes practical applications of learning, integrating academic and career-related studies. The CP core aims to develop students who are thoughtful citizens, responsible for their learning, competent communicators, reflective thinkers, and internationally minded. Effective teaching and learning approaches within the CP are linked to the learner profile attributes and developed within global contexts, promoting global engagement, multilingualism, and intercultural understanding. Ethical education is also inherent in all elements of the CP.

The assessment approaches within the CP framework are designed to align with these aims and principles. All elements of the CP are interlinked to form an integrated educational framework.

The assessment within the CP is not merely about grading but is framed as an integral part of the learning process, designed to foster key skills, encourage reflection, connect learning across different components, and align with the overarching goals of an IB education, while ensuring fairness and academic integrity.

## 2. Specific Assessment Principles and Approaches within the CP:

### a. CP Core Components

The assessment for the CP core components is largely school-based, with specific requirements for portfolios and moderation for the Reflective Project.

#### i. Language Development:

1. The school is responsible for setting the requirements for student achievement.
2. Students are required to maintain a **language portfolio** to document their learning activities and evidence of engagement and development.
3. The IB does not assess this portfolio, but the IB may request samples during programme evaluation.
4. The minimum requirement is highlighting evidence of language development.

#### ii. Personal and Professional Skills (PPS):

1. Assessment is determined by the school.
2. It should address a range of cognitive skills and utilize varied tasks to ensure all learning outcomes are covered.
3. Both formative and summative assessment are used.
4. Formative assessment supports learning and goal setting, while summative assessment measures progress or achievement against criteria, usually at the end of a unit.

5. A portfolio can be used in PPS to document learning, reflections, and progress, serving as a collection of evidence highlighting overall experience. Section labels reflecting the five themes can help organize the portfolio.
  6. Assessment methods can include reflective writing, goal setting sheets, teacher feedback, peer reviews, teacher-created rubrics, analyses, planning notes, self-evaluation, film reviews, notes from discussions, and teacher assessment of specific skills.
- iii. **Reflective Project:**
1. Assessed by the school based on IB criteria.
  2. A sample is sent to the IB for **moderation**.
  3. Students are assessed on two aspects: the **process** (approach used) and the **product** (output).
  4. There are **five-assessment criteria** (understanding of the issue, contextualization of the ethical dilemma, and analysis of perspectives, critical thinking, and communication style). These criteria are designed to encourage independent study and initiative.
  5. The project can be submitted as an essay or an essay with an additional format (such as a short film, presentation, interview, play, or display).
- iv. **Service Learning:**
1. Students are expected to maintain and complete a **service-learning portfolio**.
  2. This portfolio serves as evidence of engagement and should include **reflections** showing achievement of learning outcomes.
  3. Evidence can include reflections, learning moments, personal achievements, significant opportunities, and how students have used the service learning stages.
  4. Specific forms of evidence can include planning documents, letters, emails, certificates, acknowledgments, photographs, and videos.
  5. Students can correlate this evidence with the learning outcomes.
- b. **Career-related Study (e.g., BTEC International Level 3 in Art and Design or Business)**

The assessment for the career-related study component, as exemplified by the BTEC qualifications provided, uses a unit-based approach with a combination of internal and external elements.

i. **Types of Assessment Units:**

1. **Internal Assessments:** These are set and marked by teachers. They take the form of assignments. Assignments are distinct activities completed independently after content delivery. Various

forms of evidence are acceptable, including practical work, written reports, projects, time-constrained practical assessments with observation records, recordings of performance, sketchbooks, working logbooks, reflective journals, and presentations with assessor questioning. Teachers select assessment styles suitable to the learning aims.

2. **Pearson Set Assignments (PSA):** These assignments are set by Pearson but marked by teachers. PSAs ensure that all learners undertaking a specific unit take the same assessment. Some PSAs may require completion under controlled conditions. Learners must use the authorized PSA

ii. **Assessment Criteria:**

Assessment decisions are based on specific criteria set at **Pass (P), Merit (M), and Distinction (D)** grade levels for each unit. These criteria are hierarchical and holistic; to achieve a certain grade, learners must satisfy all criteria at that level and below. Distinction criteria represent outstanding performance across the unit.

iii. **Grading:**

Units are graded as Pass (P), Merit (M), Distinction (D), or Unclassified (U). Learners who do not satisfy the Pass criteria should be reported as Unclassified.

### 3. Details of Grading in the IBCP Years / Grade 11 and 12

Grades: For IBCP Years/ Grade 11 and 12, the weighting of the NIS grade in each subject will be as the following:

BTEC-Business	35% Tests + 15% Quizzes + 20% Classwork + 20% Project
BTEC-Art & Design	15% AC1 + 10% AC2 + 15% AC3 + 20% AC4 + 20% AC5
Reflective Project	60% Portfolio + 40% Reflection
Language Development	60% Portfolio + 40% Reflection
Service Learning	60% Portfolio + 40% Reflection

PPS	40% Portfolio + 40% Themes + 20% Reflection
-----	---------------------------------------------

**4. Reporting:**

- a. Reports will reflect student achievement in both academic and career-related components.

**5. Feedback:**

- a. Feedback will be focused on both academic performance and practical skills development, preparing students for further education or the workforce.

---

## Conclusion

This assessment policy reflects our commitment to fostering a supportive and challenging learning environment across all IB programs. By aligning our assessment practices with IB standards, we promote student growth, achievement, and a lifelong love of learning.

## The Assessment Policy as a Working Document (Review)

The IB's Guidelines for developing a school assessment policy states that an assessment policy "represents a statement of intent and action describing principles and practices for achieving educational goals relating to all aspects of assessment." As such, we recognize that our assessment policy is a working document that is subject to revision according to the ever-evolving needs of our students.

At NIS we are profoundly aware that we are lifelong learners. As such, as our collective understanding of assessment within the school develops, revise our assessment policy every three years.