

Hariri High School II

Beirut, Lebanon



Assessment Policy

2023- 2024

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HHSII Vision

HHSII strives to raise well-rounded, life-long learners and empower them with the skills needed to be influential, impactful citizens with creativity and integrity, in a rapidly changing world.

HHSII Mission Statement

HHSII is dedicated to delivering quality education that underscores raising learners holistically to be self-assured, well-rounded, and critical thinking citizens. HHSII adopts a skills-based approach that ensures enhancing learners' intellectual, physical, emotional, and social skills. With such an approach, we encourage, guide, and support all learners to reach their highest potential and become life-long learners, internationally minded and well-prepared for college.

Philosophy

At HHSII, we believe that every student has the potential and ability to learn and develop. Our main goal is to support and promote student learning. To ensure this, the school has adopted effective and diverse assessment tools, which are essential to provide students with continuous academic performance evaluation and feedback to monitor and measure their progress. The assessment focuses on the basic elements of learning: understanding concepts, acquiring knowledge, mastering skills, developing attitudes, and deciding to take responsible actions. By receiving feedback related to established standards or expectations, students of all abilities can learn strategies to further improve and develop motivation and a positive attitude towards learning. The assessment also allows parents and staff to monitor and support students' progress. We are eager to train lifelong learners who will learn how to apply the skills they have learned in any new situation and how to use all the concepts, skills and knowledge learned at school.

Purpose of Assessment at HHSII

- Provide feedback on the teaching and learning processes.
- Familiarize all members of the school community with this evaluation policy.
- Ensure that all stakeholders understand that the evaluation philosophy is critical.
- Helps in assessing whether the curriculum meets the objectives of the school mission statement and the IBO mission statement.
- Provide teachers, parents, and students with clear expectations about assessment practice.
- Provide feedback to students and teachers to improve teaching and learning practices in accordance with a set of standards or guidelines.
- Inform parents of student progress.
- Use data to improve teaching.
- Encourage students to reflect on their own learning.
- Monitor progress and determine level of understanding.
- Identify areas of growth, improvement needs and types of differentiated teacher evaluation.

Types of Assessment at HHSII

Formative Assessment

It is an ongoing assessment approach to collect and interpret evidence to monitor the progress of students. It is integrated into the daily learning process as an important part of teaching. It includes homework, classwork, reflection, and observation. Homework is used as an independent activity given to support and demonstrate learning, and as an extension of classwork. As such, it will be assigned regularly.

Formative assessment is an assessment tool used to:

- check students' understanding and progress throughout the school year.
- track student's academic performance.
- provide feedback to modify teaching to improve learning and achievement.
- help students monitor their progress, modify their learning methods, reflect on their learning, and set personal goals.

Summative Assessment

- Is conducted at the end of a study period or a unit.
- Gives students the opportunity to demonstrate what they have learned by applying their knowledge in new and authentic contexts.

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- Measures performance according to established standards
- Plays an important role in the student's final grade in a certain subject area.
- The final exam for each course can be in the form of a mock IB exam. Subject-specific IB standards are used for grading, and the final score is converted to a traditional numerical score.

Performance-Based Assessment

- Planned in the form of real-life problem situations, activities, research projects, models, lab experiments and other learning experiences that encourage students to exercise knowledge, skills, and work habits related to specific performance tasks.
- Helps students become independent learners, self-assess their strengths and weaknesses, and take responsibility for their own work.
- Helps students develop time management skills.

Homework Assignments at HHSII

- The purpose of homework is to help students learn and retain concepts as well as to give them the opportunity to engage in guided, structured independent learning outside of the classroom. Other than written work, homework can take many different forms. These comprise reading, studying, planning, designing, computing, sketching, exploring, practicing, conducting interviews, and so forth. Parents are urged to make sure that their children have a convenient time and location at home where they can finish their homework.
- Students facing difficulty with aspects of their work are encouraged to communicate with their subject teacher or advisor.

Assessment Procedures for Students with Special Needs

Students who have special needs are qualified to receive assistance through the specialized department, PUZZLE ME BOO for Support and Development.

Assessment Practices

Planning

- Teachers plan assessments in alignment with the students' current knowledge and experiences.
- Teachers assign assessment schedules to help students plan and manage their workload.

Strategies

- Teachers use a variety of formal and informal assessment strategies to allow students to demonstrate their learning.
- Teachers provide students with multiple opportunities to reflect on their learning.
- Teachers design assessment tasks so that students can achieve the highest level in familiar and unfamiliar settings.
- Teachers design formative assessment tasks to prepare students for success on summative assessment.

Feedback and Reporting

- Teachers provide students with rubrics that define expectations for the assessment task.

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- Teachers use a variety of methods to provide students with timely and accurate feedback on their current performance levels and ways they can improve.
- Teachers use a secure online grade book to record and report assessments, and students and parents can always access the grade book.
- Teachers use assessment data to set goals that meet student learning needs, plan courses, and promote instruction.
- Teachers periodically review assessment practices.

Examination Policy

Exams / Tests

- Include more than one skill or concept and are designed to measure and assess the acquisition of knowledge, skills, and concepts acquired by students.
- Designed according to Bloom's taxonomy. Questions involve knowledge, understanding, application, analysis, synthesis, and evaluation.
- Aim to provide ordinary students with a fair opportunity to demonstrate their acquired knowledge and skills.
- Structured so that any student who works responsibly can earn a passing grade.
- Act as formal evaluation and evaluation tools.

Quizzes

- Do not exceed 20 minutes.
- Aim for a goal and involve a skill, concept / idea, or a lesson.
- Used to check the student's knowledge, readiness or understanding before moving on to more complex levels or applications.
- Used to measure students' deficiencies in specific skills or concepts.
- Used by teachers as a tool to improve teaching, planning, and assessment priorities or to check whether a topic or skill should be re-taught.

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Assessment at Preschool

At Preschool, assessment is an ongoing and important part of daily learning. Children’s progress is observed and recorded in relation to the four developmental areas: the socio-emotional, physical, cognitive and aesthetic domains.

Checklists, portfolios of the children’s work, and anecdotes are used to record observations. By observing the children many times in different situations, the teacher is able to build a more comprehensive assessment of their learning.

Children’s progress is reported in written progress reports using the following scale and indicators:

4	Performs the required tasks independently and consistently.
3	Progressing towards performing the required tasks independently.
2	Needs assistance to perform the required tasks.
1	Experiences difficulty in performing the required tasks.

The report cards are shared with the parents twice a year, at the end of each semester to reflect the holistic development of the children.

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Grading and Evaluation System in Cycle I

The final average distribution throughout Grades 1 to 3 is as follows:

Class	TERM I Daily Work	Mid-year Exam	Term I Total	Term II Daily Work	Final Exam	Total	Final Average
Grades1-3	100 %		100 %	100 %		100 %	100%

Promotion Policy in Cycle I

To be promoted to cycle II, students must meet the following requirements:

- 1- Obtain a minimum grade of 55/100 in each main subject. (Arabic, English, math & science)
- 2- Obtain a minimum grade of 50/100 in other subjects. (French, Arabic geography, Religion, Music, Art, Physical Education)

SUBJECT	Periods per week	Passing Grade
English	7	11/20
Arabic	7	11/20
Math	5	11/20
Science	3	11/20
French	2 (only for Grade 3)	10/20
Arabic- Geography	1	10/20
Religion	1	10/20
Music	1	10/20
Art	2	10/20
Physical Education	2	10/20

If a student fails in one or more subjects, he will be put on **academic probation**, based on his results at the end of each semester.

ASSESSMENT POLICY

Grading and Evaluation System in Cycle II

The final average distribution throughout Grades 4 to 6 is as follows:

Class	TERM I Daily Work	Mid-year Exam	Term I Total	Term II Daily Work	Final Exam	Total	Final Average
Gr. 4- 5	100 %		100 %	100 %		100 %	100%
Gr. 6	60%	40%	100%	60%	40%	100%	100%

Promotion Policy in Cycle II

To be promoted to the 5th grade and 6th grade, students must meet the following requirements:

- 1- Obtain a minimum grade of 55/100 in each main subject. (Arabic, English, math & science)
- 2- Obtain a minimum grade of 50/100 in other subjects. (French, Goe, History, Religion, Music, Art, Physical Education)

SUBJECT	Periods per week		Passing Grade
English	7 (G4&5)	6 (G6)	11/20
Arabic	7 (G4&5)	6 (G6)	11/20
Math	5 (G4&5)	6 (G6)	11/20
Science	4 (G4&5)	5 (G6)	11/20
French	2 (G4,5&6)		10/20
Geo	2 (G4&5)	1 (G6)	10/20
Civics	1 (G4,5&6)		10/20
History		1 (G6)	10/20
Religion	1 (G4,5&6)		10/20
Music	1 (G4&6)	2 (G5)	10/20
Art	2 (G4)	1 (G5&6)	10/20
Physical Education	2 (G4&5)	3 (6)	10/20

If a student fails in one or more subjects, he will be put on **academic probation**, based on his results at the end of each semester.

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Grading and Evaluation System in Cycles III & IV

The final average distribution throughout Grades 7 to 12 is as follows:

Class	TERM I Daily Work	Mid-year Exam	Term I Total	Term II Daily Work	Final Exam	Total	Final Average
G.7	60%	40%	100 %	60%	40%	100 %	100 %
G.8	60%	40%	100 %	60%	40%	100 %	100 %
G.9	60%	40%	100 %	60%	40%	100 %	100 %
G.10	60%	40%	100 %	60%	40%	100 %	100 %
G.11	60%	40%	100 %	60%	40%	100 %	100 %
G.12	60%	40%	100 %	60%	40%	100 %	100 %

Main Subjects per Level

G7: Arabic- English- Math

G8: Arabic- English- Math

G9: Arabic- English- Math

G10: Arabic- English- Math - Physics- Chemistry - Biology

G11 Sc.: Arabic - English - Math - Physics- Chemistry - Biology

G11 E: English - Arabic - Math- Economy- Sociology- Philosophy

G12 LS: Arabic - English - Math - Physics- Chemistry - Biology

G12 GS: Arabic - English - Math - Physics- Chemistry

G12 ES: Arabic - English - Math - Philosophy- Economy- Sociology

Middle School

G. 7		
SUBJECT	Periods per week	Passing Grade
English	7	11
Arabic	6	11
French	2	10
Math	6	11
Physics	2	10
Chemistry	2	10
Biology	3	10
History	1	10
Geography	2	10
Civics	1	10
Art	1	10
Religion	1	10
Physical Education (Sports)	2	10

G. 8		
SUBJECT	Periods per week	Passing Grade
English	6	11
Arabic	6	11
French	2	10
Math	7	11
Physics	2	10
Chemistry	2	10
Biology	3	10
History	1	10
Geography	2	10
Civics	1	10
Art	1	10
Religion	1	10
Physical Education (Sports)	2	10

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G. 9		
SUBJECT	Periods per week	Passing Grade
English	6	11
Arabic	6	11
French	2	10
Math	6	11
Physics	3	10
Chemistry	3	10
Biology	3	10
History	1	10
Geography	2	10
Civics	1	10
Religion	1	10
Physical Education (Sports)	2	10

Secondary School

G. 10		
SUBJECT	Periods per week	Passing Grade
English	4 + 2 SAT	10
Arabic	4	10
French	2	10
Math	7	11
Physics	4	11
Chemistry	4	11
Biology	3	11
History/ Civics	2	10
Geography	2	10
Economics	1	10
Sociology	1	10
Physical Education (Sports)	1	10

G11 S.		
SUBJECT	Periods per week	Passing Grade
English	3 + 2 SAT	10
Arabic	3	10
French	2	10
Math	7	11
Physics	5	11
Chemistry	3	11
Biology	3	11
History	1	10
Geography	1	10
Civics	1	10
Economics	1	10
Philosophy	2	10
Sociology	1	10
Physical Education (Sports)	1	10

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G. 11 E		
SUBJECT	Periods per week	Passing Grade
English	4 + 2 SAT	10
Arabic	4	10
French	2	10
Math	5	11
Physics	1	10
Chemistry	1	10
Biology	2	10
History	1	10
Geography	1	10
Civics	1	10
Economics	3	11
Philosophy	3	11
Sociology	3 + 1 Activity	11
Physical Education (Sports)	2	10

G. 12 LS		
SUBJECT	Periods per week	Passing Grade
English	3	10
Arabic	2	10
Math	6	11
Physics	6	11
Chemistry	6	11
Biology	7	11
History	1	10
Geography	1	10
Civics	1	10
Philosophy	2	10
Physical Education (Sports)	1	10

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G. 12 GS		
SUBJECT	Periods per week	Passing Grade
English	3	10
Arabic	2	10
Math	12	11
Physics	8	11
Chemistry	5	11
History	1	10
Geography	1	10
Civics	1	10
Philosophy	2	10
Physical Education (Sports)	1	10

G. 12 ES		
SUBJECT	Periods per week	Passing Grade
English	3	10
Arabic	2	10
Math	5	11
Physics	1	10
Chemistry	1	10
Biology	1	10
History	1	10
Geography	1	10
Civics	1	10
Philosophy	5	11
Sociology	3	11
Economics	5	11
Physical Education (Sports)	1	10

Details related to Cycles III & IV

1. The academic year is divided into two semesters at all levels.
2. The weight for the daily work average is 60% and 40% for the term exams for grades 6 – 12.
3. The adoption of weighting 40% for the analytical questions and 60% for the cognitive questions in all grade levels.
4. The lowest grade of daily work average in all subjects is 7/20.
5. The lowest grade for the subjects whose passing grade is 11 in the term exam is 7/20.
6. The term exam grade remains the same for the subjects whose passing grade is 10.
7. The term exam shall be repeated in case of failure in one of the social studies subjects only if there is a clear discrepancy between the daily average and the term exam.
8. The subjects whose passing grade is 11 in cycle I are: Arabic, English, and Mathematics.
9. The subjects whose passing grade is 11 in cycle II are: Arabic language, English language, mathematics, and science.
10. The subjects whose passing grade is 11 in cycle III are: Arabic, English, and Mathematics.
11. The subjects whose passing grade is 11 in cycle IV are: Mathematics, Physics, Chemistry, and Biology.
12. The policy of promotion and failure from grade 6 to grade 12:

The student will **repeat his class** in the following cases:

- a. His/ her final average is less than 11/20.
- b. He/ she has failing results in 2 main subjects.
- c. He/ she has failing results in 1 main subject and 2 non main subjects.

(note: 2 non main subjects are equivalent to one main subject)

13. **Make-up Exam:** The student will sit for a make-up exam in the following cases:

- a. He/ she has failing results in at most 3 non main subjects.
- b. He/ she has failing results in at most 1 main subject and 1 non main subject.

Thus, the student will sit for a make-up with the condition that he/her gets required score in the subject(s).

The teachers' council also has the final decision to determine which branch the student will join.

A. The policy of promotion and grading in the first secondary class (G.10):

A student is promoted and has the right to choose the branch he /she wants if he/ she gets 12/20 in each of the approved subjects for the scientific branch and 11/20 in each of the approved subjects for the economy and sociology branch.

1. Promotion from G10 to G11S:

The following is a table showing the grade that the student must obtain at the end of the academic year to meet the conditions for his/her promotion from **G10 to G11Sc.:**

Approved subjects for promotion from Grade **10** to Grade **11**, the **scientific** branch:

Subject	Minimum Score	Subject	Minimum Score
Arabic	25/50	French	10/20
English	25/50	History	10/20
Math	48/80	Geography	10/20
Biology	24/40	Civics	10/20
Physics	36/60	Economics	10/20
Chemistry	24/40	Sociology	10/20

After reading the table, we notice that the scientific subjects written in Bold constitute 60% of the maximum grade (equivalent to 12/20) and that is for classification only.

Note: The student will sit for **one** make-up exam if he does not meet the conditions required for classification. For example, if the student is promoted to grade 11 scientific and obtains the required score in the subjects except for biology, where he obtained 22/40 instead of 24/40, the student will sit for a make-up in this subject with the condition that he/her gets 24/40.

2. Promotion from G10 to G11E:

The following is a table showing the grade that the student must obtain at the end of the academic year to meet the conditions for his promotion from **G. 10 to G. 11E:**

Approved subjects for promotion from grade 10 to grade 11ES:

Subject	Minimum Score	Subject	Minimum Score
Arabic	25/50	French	10/20
English	25/50	History	10/20
Math	40/80	Geography	10/20
Sociology	11/20	Civics	10/20
Economics	11/20	Biology	10/20
		Chemistry	10/20
		Physics	10/20

After reading the table, we notice that the score for economics and social subjects written in bold has become 55% of the maximum grade (equivalent to 11/20) for classification only.

Note: The student will sit for make-up exam if he does not meet the conditions required for classification. For example, if the student is assigned to grade11, the sociology and economics branch, and obtains the required score in the subjects except for sociology, where he /she obtained 10/20 instead of 11/20, the student will sit for make-up in this subject on the condition that he/she obtains 11/20.

B. The policy of promotion and grading in the Grade 11 Scientific:

The subjects whose minimum final average is 11/20 in Grade11 scientific are:

Mathematics, physics, chemistry, and biology.

A student is promoted and has the right to choose the branch he/ she wants if he/she gets 12/20 in each of the approved subjects for the life sciences branch or for the general sciences and 11/20 in each of the approved subjects for sociology and economics branch, based on his grades at the end of the academic year in the approved subjects for each branch.

1. The following is a table showing all the grades that the student must obtain at the end of the academic year to meet the conditions for his/ her classification from **G11S** to **G12LS**:

Approved subjects for promotion from grade 11S to grade 12, the **life sciences** branch:

Subject	Minimum Score	Subject	Minimum Score
Arabic	25/50	philosophy	20/40
English	25/50	History	10/20
Math	60/100	Geography	10/20
Biology	36/60	Civics	10/20
Chemistry	36/60		
Physics	48/80		

After reading the table, we notice that the scientific subjects written in bold constitutes 60% of the maximum grade (equivalent to 12/20) and that is for classification only.

Note: The student will sit for make-up if he does not meet the conditions required for classification. For example, if the student is assigned to grade12, life sciences branch, and obtains the required score in the subjects except for biology, where he /she obtained 33/60 instead of 36/60, the student will sit for make-up in this subject on the condition that he/she obtains 36/60.

2. The following is a table showing all the grades that the student must obtain at the end of the academic year to meet the conditions for his/ her classification from **G11S** to **G12GS**:

Approved subjects for promotion from grade 11S to grade 12, the General sciences branch:

Subject	Minimum Score	Subject	Minimum Score
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Arabic	25/50	philosophy	20/40
English	25/50	History	10/20
Math	60/100	Geography	10/20
Physics	48/80	Civics	10/20
Chemistry	36/60	Biology	30/60

After reading the table, we notice that the scientific subjects written in bold constitute 60% of the maximum grade (equivalent to 12/20) for classification, with no focus on biology as this subject is not taught in the general sciences class.

Note: The student will sit for make-up if he does not meet the conditions required for classification. For example, if the student is assigned to grade12GS, and obtains the required score in the subjects except for physics, where he /she obtained 44/80 instead of 48/80, the student will sit for make-up in this subject on the condition that he/she obtains 48/80.

3. The following is a table showing all the grades that the student must obtain at the end of the academic year to meet the conditions for his/ her classification from **G11S** to **G12ES** (**Socioeconomics** branch):

Approved subjects for promotion from grade 11S to grade 12, the socioeconomics branch:

Subject	Minimum Score	Subject	Minimum Score
Arabic	25/50	philosophy	20/40
English	25/50	History	10/20
Math	50/100	Geography	10/20
Economics	11/20	Civics	10/20
Sociology	11/20	Biology	30/60
		Physics	40/80
		Chemistry	30/60

After reading the table, we notice that Economics and sociology written in bold constitute 55% of the maximum grade (equivalent to 11/20) for classification only.

Note: The student will sit for make-up if he does not meet the conditions required for classification. For example, if the student is assigned to grade12, Economics & Sociology branch, and obtains the required score in the subjects except for sociology, where he /she obtained 10/20 instead of 11/20, the student will sit for make-up in this subject on the condition that he/she obtains 11/20.

C. The subjects where the passing grade is 11 in Grade 11, the Sociology and Economics branch: Mathematics, philosophy, Sociology, and Economics.

D. The subjects where the passing grade is 11 in Grade 12, Sociology and Economics branch: Mathematics, Philosophy, Sociology, and Economics.

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E. Subjects where the passing grade is 11 in Grade12, General sciences branch:
Mathematics, Physics, and Chemistry.

F. Subjects where the passing grade is 11 in Grade12, the Life Sciences branch:
Mathematics, Biology, Physics, and Chemistry.

G. As **for the promotion policy**, it is as follows:

a. Success is based on the final average in all levels: The student must obtain a final average of 11/20.

b. Make-up is allowed for **at most**:

- i. one main subject and one non main subject.
- ii. or three non main subjects.

c. Every two non main subjects are equivalent to one main subject.

d. Requests for switching classes will be considered by the administration on a case-by-case basis during **the first 2 weeks** of the new academic year.

H. The policy of promotion, failure, and grading in the **middle school** (Grades 7, 8 & 9):

1. A student is promoted if he/ she gets 11/20 in Arabic, English and Mathematics and 10/20 in all other subjects.

2. The student will **repeat his class only** if:

- a. his/ her final average is less than 11/20.
- b. he/ she has failing results in 2 main subjects.
- c. he/ she has failing results in 1 main subject and 2 non main subjects.

Note: Two non-main subjects are equivalent to one main subjects.

The following is a table showing the grade that the student must obtain at the end of the academic year to meet the conditions for his/her promotion in cycle III

Approved subjects for promotion:

Main Subject	Minimum Score	Subject	Minimum Score
Arabic	33/60	Biology	20/40
English	33/60	Physics	20/40
Math	33/60	Chemistry	20/40
		French	10/20
		History	10/20
		Geography	10/20
		Civics	10/20

Note: The student will sit for a make-up exam if he does not meet the conditions required for classification. For example, if the student is promoted to grade 8 and obtains the required score in the subjects except for biology, where he obtained 18/40 instead of 20/40, the student will sit for a make-up in this subject with the condition that he/her gets 20/40.

2. Criteria for Exempting Students from Exams at the End of the Academic Year

2023-2024

A student is exempted from taking an exam in a specific subject at the end of the academic year 2023-2024 if:

- 1- Obtained an average of 16/20 and above in languages in the middle and high school classes, and an average of 17/20 and above in languages in the sixth grade.
- 2- Obtained an average of 17.5/20 on the rest of the subjects.
- 3- The student's conduct was good during the school year.

The student who fulfills the conditions will be notified of exemption a week before the start of the end-of-year exams.

Note: - Students in the ninth and twelfth grades are excluded from this exemption.
 - Adopted GPA (general point average): Average marks for the first semester + the second semester.

Grading and Evaluation System of the IBDP

The final average distribution throughout Grades 11 and 12 is as follows:

Class	TERM I Daily Work	Mid-year Exam	Term I Total	Term II Daily Work	Final Exam	Total	Final Average
DP Year1	70%	30%	100 %	70%	30%	100%	100%
DP Year 2	35%			35%	30%	100%	100%

SUBJECT	Periods per week		Passing Grade
	SL	HL	
English A	-	6	60
Arabic A	-	6	60
French ab initio	4		60
Economics	4	6	60
Physics	4	6	60
Chemistry	4	-	60
Biology	4	6	60
Math AA	5	7	60
Math AI	5	-	60
TOK	3		60
CAS	3 - 4		Pass / Fail
History / Civics: Ministry of Education Requirements	1		60

Promotion Policy:

To be promoted to the 12th grade, IBDP 11th grade students must meet the following requirements:

1. Obtain a minimum grade of 60/100 in each subject.
2. Obtain the end-of-year class council promotion approval.

If a student fails in one or more subjects, he will be put on **academic probation**, based on his results at the end of each semester.

Graduation Policy:

To graduate from high school, IBDP students must meet the following requirements:

1. Obtain a minimum grade of 60/100 in each subject.
2. Submit all IAs including the extended essay and the TOK essay.
3. Complete CAS requirements

Roles and Responsibilities

Administration:

- Establish an annual calendar at the end of the previous school year
- Set deadlines for submission of revised plans.
- Set deadlines for submission of reports.
- Set dates for distribution of students' academic records.
- Holds class committee deliberation meetings.

Parents are notified of all these dates. They are also informed about the procedure for making appointments for individual meetings with teachers. In addition, the IBDP teaching staff and administrative staff are also informed of all relevant procedures and deadlines.

Diploma Programme Coordinator:

- Organizes mock oral and written exams for students and proctors.
- Ensures 11th grade final exams and 12th grade mock exams are conducted in accordance with IB procedures and regulations.
- Follows-up on reviews and assessment materials to ensure quality of work.
- Informs students and proctors of exam procedures and regulations, as well as requirements for calculators, data manuals, case studies, and authorized materials during testing.
- Tracks records of all candidates and formulates improvement plans.
- Approves revision materials.
- Confirms with subject teachers the skills to be assessed in each assessment and the grade distributions.
- Proofreads summative and formative assessments.
- Follows up with teachers of subjects on student performance and grades.
- Trains new teachers on the assessment policy.
- Prepares the end-of-year and mock test supervision schedule and seating plan.
- Assigns test dates and times.
- Distributes review materials and test schedules to students. .

Subject Teachers:

- Prepare formative and summative assessments tasks.
- Provide clear and constructive feedback to students on all assessments.
- Engage the whole class in self-assessment and peer assessment tasks.
- Explain the grading scheme to students.
- Meet the deadline set by the school for submitting grades on the school portal.
- Participate in class council deliberation.
- Submit detailed reports on student performance.
- Assess class performance on summative assessment and report to DP coordinator.

ASSESSMENT POLICY

DP Scoring

In the DP, students receive grades ranging from 7 to 1, with 7 being highest. Students receive a grade for each DP course attempted.

A student's final diploma result score is made up of the combined scores for each subject. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance including successful completion of the three essential elements of the DP core.

The DP Core

The theory of knowledge (TOK) and extended essay (EE) components are awarded individual grades and, collectively, can contribute up to 3 additional points towards the overall diploma score.

Creativity, activity, service (CAS) – the remaining element in the DP core – does not contribute to the points total but authenticated participation is a requirement for the award of the diploma.

IB Criteria and Diploma Points Matrix

- All IBDP teachers are expected to grade the assessments based on the assessment criteria included in their Subject Guides.
- The IB Matrix is used by the IB to determine the number of points earned from TOK and the EE.

The diploma points matrix							
May 2015 onwards							
		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

** Since the May 2010 session 28 points overall are required to be eligible for the diploma if a student attains an “E” grade in either the extended essay or theory of knowledge. As previously, a grade “A” in one of the requirements earns an extra point even if the other is a grade “E”. Attaining a grade “E” in both the extended essay and theory of knowledge continues to represent an automatic failure.*

Award of the IB Diploma

The specific criteria for awarding IB diploma are clearly stipulated in the document "General Regulations: Diploma Programmes":

Article 13: Award of the IB Diploma

13.1 All assessment components of each of the six subjects and the additional IB Diploma requirements must be completed to be eligible to obtain the IB Diploma, except under the conditions specified in Articles 23 and 24 of these Regulations.

13.2 If a diploma candidate's TOK has a level E or an extended essay has a level E, the candidate must have a score of 28 or higher to be eligible for the diploma. However, if a candidate has earned an E in both TOK and the extended essay requirements, the candidate will not be eligible for a diploma regardless of the total score obtained.

13.3 The IB Diploma will be awarded to candidates with a minimum total score of 24, provided that all of the following requirements are met.

- All six subjects registered for the IB Diploma received numerical grades.
- All CAS requirements have been completed.
- TOK and extended essay received at least a grade of D.
- There is no grade 1 in any subject.
- There is no grade 2 on the higher level.
- There is no more than one grade 2 on standard level.
- Generally, there are no more than three grades 3 or below.
- At least 12 points have been gained in higher level subjects (candidates applying for four higher subjects must obtain at least 16 points in higher level subjects).
 - At least 9 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 6 points at standard level).
 - Candidate's total points is minimum 24.
 - The candidate has not been found guilty of malpractice by the IB Organization.

A maximum of three examination sessions are allowed to fulfill the requirements for the IB Diploma. The exam time does not have to be consecutive

Predicted Grades

These are submitted scores that teachers believe each student will achieve on their DP exam in a given subject. The grades are sent to the IB and to universities for students to obtain a conditional acceptance.

Receiving a Bilingual Diploma

A bilingual diploma is awarded to candidates who complete and receive a grade 3 or higher in two languages selected from the DP course studies in language and literature.

Links to Other School Policies

1. Academic Integrity Policy

Students should adhere to all requirements of the policy while completing assignments, homework, formative assessment and summative assessment, in addition to all IB Diploma Programme requirements including Extended Essay, Theory of Knowledge and CAS.

2. Language Policy

All student language needs will be considered when creating and implementing assessments. All teachers are viewed as language teachers and should offer feedback to students about their use of language.

3. Special Educational Needs Policy

Assessment of students with learning difficulties will follow all the requirements outlined in the SEN Policy.

Communicating the Policy

The assessment policy will be referenced in the Student Handbook and distributed to all the school community. It will be posted on the school website to make it accessible for all.

Development of the Policy

The policy was developed by the DPC in collaboration with the head of school and the IB Diploma Programme team taking into account the guidelines of the IB publication.

Review of the Policy

The Policy will be reviewed and modified by the school leadership team and relevant staff on a yearly basis, if needed.

References

- *Guidelines for developing a school assessment policy in the Diploma Programme - 2010*
- *Assessment policy principle and practices - Quality assessments in a digital age*
- *General regulations: Diploma Programme - March 2011*
- *Diploma Programme Assessment Procedures - 2019*
- <https://www.ibo.org/programmes/diploma-programme/assessment-and-exams/>