

## CISD Assessment policy

### Assessment Philosophy

- *“For the things we have to learn before we can do them, we learn by doing them.”*  
Aristotle, Book II, The Nicomachean Ethics.
  - *“Self-reflection is an important part of the IB philosophy and is as important in the assessment process as it is for the candidates we are assessing.”*
- IB Assessment principles and practices—Quality assessments in a digital age (P.204)

Our philosophy of assessment is split into principles and purpose of formative and summative assessment.

### Principles of assessment

Assessment is fundamental to teaching and learning. Both summative and formative assessments inform teaching and allows the teacher to ascertain the level of student learning. Effective assessment ensures a balance between formative and summative assessment that allows teachers to reflect and modify instruction to meet the learning requirements of all learners in the classroom and to effectively gauge student attainment and progress. Students and teachers must have opportunities to reflect on learning within the classroom to ensure that assessment is effective in promoting learning.

Assessment should always be carried out by the teacher with both IB learner profile traits and Approaches to Teaching and Learning principles (ATL) foremost in mind.

Within the IB Diploma programme at Compass International School, Doha we recognize that all students are individual learners and as such have varied learning needs, learning styles, cultural backgrounds which underpin certain learning processes and perform differently dependent upon subject and/or context of learning within the subject.

### Purpose of assessment

The main purpose of assessment in the Diploma Programme at Compass international School, Doha (CISD) is to support and encourage student learning through gathering evidence of student work, analyzing the work and offering feedback on current attainment and advice on how to continually



improve within subject area. This is done through two key forms of assessment which underpin the IB philosophy of assessment, formative and summative.

Formative assessment: is continuous and regular feedback between teacher and student. Effective formative assessment informs teachers about student learning, shapes teaching and learning in the classroom, and displays to students how to transcend their current performance. It provides constructive and accurate feedback to both student and teacher as to the nature of the students learning strengths and areas of development. The evidence gathered from formative assessment should not always be used as a measure of student attainment. The outcome of formative assessment could be used as a starting point of the personal 'student learning journey' (used at the start of a unit) or used as a way to measure the ability the student has to integrate or use his/her learning into a new situation.

A limited list of examples of formative assessment used in are:

- Class discussion/debate
- Document and text book based questions
- Summarization
- Group co-operation and teamwork
- Individual and team presentation
- Library and Internet research
- Projects like fieldwork or other course work
- Multiple choice quizzes
- Presentations
- Portfolios
- Socratic seminar

Summative assessment: normally occurs at the end of a teaching unit, and while supporting student learning, is also used to determine achievement levels of individual students. Whereas formative is continual and can take many different forms (outlined below), summative is generally more static and will normally (but not always) take the form of end of unit test, essay or other generally accepted summative assessment form. Summative assessment provides students and parents with feedback on student progress per subject (recorded on Managebac) and allows the teacher to reflect on the effectiveness of the teaching of any particular of study. Summative assessments naturally differ per subject but some examples would include timed tests on the unit, the use of a section of past paper focused on the unit of study, the practice of verbal communication in languages etc. The timing, type and scope of summative assessments should be communicated to the student and parent in advance through Managebac.

A limited list of summative assessments include:

- End of unit tests
- Internal Assessments
- Mock TOK Presentation
- Summative essays

### Description of the school's use of programme assessment criteria and recording

The following has been written based upon the IB publication Guidelines for developing a school assessment policy in the Diploma Programme

1. All DP assessment at CISD is criterion and primarily marked according to the published IB grade boundaries 1-7. The varied nature of the subjects within the IBDP must allow for certain diversity of the use of programme assessment criteria per subject area but uppermost in the subject teachers planning must be concurrency of learning to ensure a standardized and holistic application of assessment criteria.
2. Managebac is the primary tool for creating and recording assessment tasks. All DP teachers are expected to utilize Managebac fully in a standardized manner to ensure concurrency of learning.
3. Each assessment should take place allowing for the full range of achievement descriptors to be accessed by the student. At the start of the IBDP programme, teachers should make students aware of achievement descriptors within their subject area. This should be revisited regularly. Assessment of student attainment achievement descriptors can be assessed by assessing attainment against all strands within a descriptor or by creating assessment focusing upon limited strands within descriptor. Due to the diverse nature of both DP subjects and student assessment responses, a teacher will adopt a "best fit" approach to marking assessments. Mark schemes are not exhaustive and equally valid ideas outside of the mark scheme should be rewarded.
4. Teachers will provide students with assessment criteria prior to assessments and check that students clearly understand the expectations.
5. Teachers should make explicit reference to and include aspects of IBLP and ATL in assessment planning and feedback.

6. To ensure standardization, departmental meetings will reserve time for discussion of student attainment and progress. Departmental heads will be responsible for ensuring standardization within departmental area. IB Coordinator and Head of Secondary will be responsible for ensuring the monitoring of assessment practices (including standardization) across the DP programme.
7. Teachers must inform students which criteria will be used to evaluate their work for summative assessment, internal assessment and external examination. Both the task and subsequent marks must be recorded on Managebac.
8. DP Teachers must keep a clear and accurate record of all assessment activities on Managebac. Reference to this evidence of progress must be discussed with parents in parental meetings and progress meetings.
9. Marking and feedback must be prompt and feedback should always be supportive and ensure student reflection on how to progress and develop.

#### Frequency of formative and summative assessments

1. By its nature, formative assessment takes various forms, achieves varied outcomes and is continuous but does not have a regular schedule of reporting. Teachers should make reference through a managebac recording/mark of a student's formative assessment outcome at least once every two weeks.
2. Summative/Termly grades. Each student receives a termly report which will report upon attainment within each subject area based upon IB grades 1-7. This will be based upon summative assessment, the record of which will be recorded on Managebac. Additionally the teacher will give a target grade which the teacher has reflected upon and a grade which the teacher believes the student has the ability to achieve. This target grade should be discussed with the student with clear and sound evidence on why the teacher has given this target and what the student should do to achieve this grade.
3. End of Year (Year 12) exams/mock exams (Year 13). Both Year 12 end of year exams and mock exams take the form of past paper exams under test conditions as per published IB exam regulations. The student is given a grade boundary mark of between 1-7 based upon published IB boundary grades.



## Procedures for access arrangements

1. CISD believe procedures for access arrangements to mean not only applying for inclusive arrangements for final exams but also for students of diverse abilities and learning needs to access assessment and learning covering the spectrum including SEN, EAL and gifted and talented students. To this end, it is expected that teachers with the relevant student information at hand should plan sensitively and differentiate for each student (formative assessment) to allow them to access summative assessments.
2. Exam inclusive access arrangements are applied for using the published IB process via IBIS. Please see ALN/Inclusion document for further information.