

TOWHEED IRANIAN SCHOOL (T.I.S)

*Assessment  
Policy*

# Introduction

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In education, the term **assessment** refers to the wide variety of methods that educators use to evaluate, measure, and document the academic readiness, learning progress, and skill acquisition of students from preschool through college and adulthood.

T.I.S. follows a regular and ongoing assessment process which is a balanced assessment system. Both Summative and Formative Assessments form an integral part of information gathering.

The main purpose of assessment is to support teaching and learning by identifying what pupils already know and can do and what their next step should be. Assessments are conducted consistently throughout the academic year at the school.

# Philosophy

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We believe that:

- Assessment process helps in improving student's overall development.
- Assessment is an integral part of teaching and learning which is evident in every lesson.
- Assessment information should be used by teachers to adjust their teaching strategies, and by students to adjust their learning strategies.

# Aims

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- To improve the teaching-learning process through an effective student-teacher interaction.
- To provide an evaluation of students' strengths and weaknesses.
- To ensure students are making expected progress.
- To provide parents with information about student's attainment and academic progress.
- To allow students better understand their own development and achievement.
- To ensure that students have achieved the educational objectives and are eligible to be promoted to the next step or equivalent upper grade.
- To recognize students' talents and interests through regular observations and motivate them by praising their achievements.
- To produce and collect data and documents for curriculum review and development and offering the DP courses.

The process helps teachers identify learning difficulties at regular intervals, diagnose the learning gaps if any, use corrective/remedial measures to enhance learning and gather feedback which serve as a corner-stone for teachers and students in the self-evaluation process.

## Types of Assessment

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### **Formative Assessment**

This is the ongoing assessment carried out by teachers both formally and informally in all the phases KG – Primary and middle school.

Formative assessment will use a range of approaches including observation, questioning, class participation, discussions, self and peer assessment, problem solving and free practice amongst many others.

### **Summative Assessment**

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against a set of standards. Examples of summative assessment include tests, quizzes and final exams.

## Assessment in Primary Phase

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At T.I.S. all assessments in primary phase are formative and focus on the defined objectives based on the " I.R. of Iran Ministry of Education , Academic and Educational Assessment procedures for Primary Schools , 2007 "

Students are continuously assessed against the academic and educational objectives of each subject. Teachers will assess students through a wide range of formative assessments including observation, discussion, projects, group- work, and functional performance tests. Furthermore, students work is added to student portfolio as an evidence.

During the assessment process, students are given one of the below criteria against the main objective of each subject:

<b>Criteria</b>	<b>Meaning</b>
<b>Excellent</b>	student is working above the required level for this particular objective
<b>Good</b>	student has already achieved the required level and going forward to above level
<b>Satisfactory</b>	student is working at the required level for this particular objective
<b>Needs Improvement</b>	student is working towards the objective but has not yet achieved the level

Assessment reports are available throughout the academic year but formal progress report (written) is given in below- mentioned periods:

- At the end of first semester (January)
- At the end of second semester (June)
- Till September 6<sup>th</sup>, report for student who couldn't achieve "Satisfactory" level in second semester.

## General Considerations

- Students who achieved at least "Satisfactory" level in all the subjects are eligible to be promoted to upper grade.
- Students who couldn't achieve the acceptable level at the end of second semester must follow the teacher's instruction and accomplish assigned assignments and projects in order to improve in that subject till September 6<sup>th</sup>.
- Teacher can take a functional performance test to ensure students achieved the particular objective/s.
- Students who achieve "Satisfactory" in at least two subjects are eligible to be promoted to the upper grade.

# Assessment in Middle and High School

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Assessment in middle and high school is formative and summative and includes on-going assessments and final examinations.

On-going assessments are conducted in the first and second semesters through a wide range of formal or informal assessments. Formal assessment usually implies a written document, such as a test, quiz, or paper whereas informal assessments may include observation, inventories, checklists, rating scales, rubrics, performance and portfolio assessments, participation, peer and self-evaluation, and discussion.

## Assessment breakdown

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**Final Mark (100%) = On-going Assessment (50%) + Exam (50%)**

Final examinations are held at the end of first term (January) and second term (June). Students who can't pass in the second term should sit for the retake examination in September.

## Passing and Promotion

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A student passes and moves to the next grade when:

- He / she gets the minimum final mark of (50) in all subjects in second term
- His/her first semester final mark + second semester final mark will be at least 100 in all subjects.

### Retake :

A student is entitled for retake-exams in the following cases:

- a) Failing in one or more subjects.
- b) Being absent from the 2<sup>nd</sup> term Final Exams without approved excuse.
- c) Being absent from the 1<sup>st</sup> term with approved excuse, his/her second term mark will be considered as the first term mark

d) Being absent in the second term exam/s with approved excuse can sit for the re-take immediately after the whole examination period.

### **Failing:**

A student fails and must repeat the same grade if he / she fails in three or more subjects in re-take exams in September.

## Assessment in IB DP

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The IB publication *Diploma Programme assessment: Principles and practice* explains the rationale behind assessment in the programme. Some key features of Diploma Programme assessment include:

- The emphasis on criterion-related, as opposed to norm-referenced, assessment (this method of assessment judges students' work in relation to identified levels of attainment, and not in relation to the work of other students).
- The distinction between formal IB assessment (summative assessment that is used by the IB to judge student performance) and the supporting formative assessment processes schools need to develop for themselves.
- Valuing the most accurate demonstration of student performance, not just averaging attainment grades over a reporting period.

In IB Diploma Programme formal examinations are held twice during the first year; a mock exam is held mid-year in the second year and the external exams are held in May.

All DP exams, internal and external, are conducted as per the IB regulations and requirements.

## DP Grades

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- Performance in each subject is graded on a scale of 7 points (maximum) down to 1 point (minimum).

- Performance in theory of knowledge and the extended essay are each graded on a scale of A (maximum) to E (minimum).
- The CAS requirement is not assessed.
- For the IB Diploma, a maximum of 3 points is awarded for combined performance in theory of knowledge and the extended essay.
- The maximum total DP points score is 45.

## Promotion from Year 11 to Year 12

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- Diploma students in Year 11 must get a 4 or above in HL subjects, 3 or above in SL subjects, and a total of 24 points in order to be promoted to Year 12;
- A student not achieving a grade 4 in an HL subject, may drop to SL in the subject, provided the student has 4 HL subjects;
- If a student gets a failing grade in up to two subjects, he/she must do a re-sit exam at the end of August, prior to school starting; A grade of 3 for SL and 4 for HL and a final total of 24 points must be achieved in the re-sit exam/s to qualify for promotion;
- Diploma students should meet all EE, TOK, CAS and any other curriculum deadlines.
- Diploma students not meeting the above requirements will be advised to switch to the IB Courses (Certificate) or (high school diploma program) in at least 5 of their best subjects, including English and Math.

## DP Courses

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- IB Courses (Certificate) students must get a 3 or above in all SL subjects and 4 or above in HL subjects;
- If a student gets a failing grade in up to two subjects, he/she must do a re-sit exam at the end of August early September, prior to school starting (DP1);
- A grade of 3 for SL and 4 for HL must be achieved in the re-sit exam/s to qualify for promotion;
- An HL subject under a 4 may be converted to an SL subject provided a grade 3 has been achieved and the student has 4 HL subjects;

- Minimum attendance requirements for the year as per the MOE and the IB must be met. Exceptional circumstances (illness, bereavement, etc., will be taken into consideration).
- Exams will be held for failing students before school closes in summer.

## Award of the IB Diploma

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As mentioned in the DP General Regulation, 2014:

- All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma, except under the conditions stipulated in articles 18 and 19 of these Regulations.
- The IB Diploma will be awarded to a candidate provided all the following requirements have been met:
  - a. CAS requirements have been met.
  - b. The candidate's total points are 24 or more.
  - c. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
  - d. There is no grade E awarded for theory of knowledge and/or the extended essay.
  - e. There is no grade 1 awarded in a subject/level.
  - f. There are no more than two grade 2s awarded (HL or SL).
  - g. There are no more than three grade 3s or below awarded (HL or SL).
  - h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
  - i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
  - j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.



# Predicted Grades (PGs) for Universities in Year 11

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Teachers are required to provide the College Counselor with PGs for university application purposes. This may happen at different times, depending on the location of the university being applied to. These grades are based on the Year 11 Exam Grades and the teacher's overall evaluation of the student at the time of giving the predicted grade. Students are not allowed to know their predicted grades.

# Communication OF T.I.S Assessment Policy

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The assessment policy is introduced to the TIS community through multiple pathways including staff meetings, collaborative meetings, PTA meetings. New staff will be familiarized with the document during orientation.

# Review Process

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The language policy will be reviewed regularly as part of the curriculum review cycle and as part of the whole school improvement plan.

The Leadership team will review the implementation of the policy in classrooms and throughout the school on a regular basis as part of the appraisal process. However, this policy is subject to change.

# References

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1. Diploma Programme Assessment Principles and Practice, updated 2010
2. Guidelines for developing a school assessment policy in the Diploma Programme, 2010
3. I.R. Iran Ministry of Education, Academic and Educational Assessment procedures for Elementary Schools, 2007
4. The Diploma Programme Handbook of procedures , 2015
5. The Diploma Programme General regulations , 2014
6. The Diploma Programme: From principles into practice , 2009
7. The Diploma Programme: From principles into practice , 2009