



Bucharest – Beirut International School

Assessment Policy

Secondary Grades

6-12

Updated October 2023

BBIS Mission

Our mission is to build a knowledgeable, self-confident and principled student who is willing to take risks and face up challenges, urged by curiosity, integrity and passion for learning.

As educators, it is our responsibility to encourage our students to be caring, thoughtful and respectful, to become open-minded global citizens and promote multicultural understanding, and national identity.

Assessment Philosophy and Principles

At the BBIS we consider that teaching and learning are interconnected with assessments which together follow the students' evolution on a daily basis. Assessment is a method for students to acquire skills and knowledge but also offers a feedback to teachers to find out to what extent their students have progressed and to make them adapt their curriculum to students' needs. Both formative and summative assessments should focus on students' strengths and limitations.

In assessing we are guided by the following principles:

- Assessments are meant to develop skills to support students' learning and understanding
- Assessments should be designed using different strategies and tools to be relevant and motivating to students
- Assessments should vary according to the students' learning styles
- Assessment feedback should be clear, prompt and precise
- Assessments should be followed by students' reflection on their own results
- Assessment should develop international minded students
- Parents should be constantly informed about the assessment outcomes and students' progress

Types of assessment

Formative Assessment

The main purpose of formative assessment is to check on students' learning on a daily basis and the improvement of their skills. The formative assessment is beneficial for teachers to clarify any misunderstanding that can come up in the process of learning. Teachers can use a variety of both oral and written assessments such as but not only pop-up quizzes, presentations, projects, portfolios, debates, investigations, homework, self-evaluations.

Summative Assessment

Summative assessments comprise all the concepts taught in one topic or/and within one term period to measure each student's capacity of knowledge achievement for each subject group. The results of summative assessments are important for teachers to check if the course objectives are fully met by the learners. These assessments are put in practice using different strategies and tools.

Standardized tests

Standardized tests in Mathematics and English are taken twice a year in order to assess the students' aptitude for completing their grade level. Cambridge level exams are used as placement tests: the same level is done at the beginning and at the end of year, in order to examine a student's progress. In Mathematics, two different tests are given to show the evolution from a stage to the other throughout the school year.

Homework

Homework is a necessary formative assessment meant to reinforce teachers' classroom work. Moreover, it gives students the chance to review the lessons taught at school and strengthen the concepts learnt on a daily basis. Homework develops self-management skills and stimulates students to take pride in their own work. The variety of homework assignments aims to cover different learning styles according to students' abilities. The allocated time is 20-30 minutes per subject for grades 6 to 10. Students with special educational need benefit from an after-school tutoring on a regular basis. Students are expected to hand in their homework on the due dates settled by the teachers. Failure to do so repeatedly will lead to informing the parents at once.

Assessment in the Middle Years 6-10

Homework

Homework assignments are given to prepare students for following lessons or to offer students the opportunity to practice newly acquired skills. Homework assignments are developed in keeping with the IB MYP framework and serve an important purpose in developing students' ATL skills and personal responsibility within the IB MYP and beyond.

MYP assignments such as reports and projects may take many weeks of careful planning and good organization on the part of the student. All tasks given to students will be posted on manage bac. Manage bac should be checked regularly to plan out tasks, projects and deadlines. The amount of homework given will vary across the school and year, but will not exceed the times stated in the homework procedures and timetable, which is published at the beginning of each year.

The school does not operate a strict homework timetable for students but does offer a suggested schedule that students can use to allocate time to their work.

In line with our policy of fostering independent learning and striving to develop the dispositions of the IB Learner Profile, we promote a collaborative approach to the setting of homework, through which teachers will plan homework schedules at regular curriculum planning meetings and will, as appropriate, involve students in the setting of deadlines. Students are responsible for organizing their time appropriately to manage long-term projects and communicating with their teachers when problems arise.

Parents are encouraged to assist in monitoring student progress toward the completion of the assignments but should not do the students' work for them. Parents can be most helpful to their children by providing a routine time and a place that is conducive to undisturbed study. Students can seek help in developing more effective study skills from their teachers, counsellors and the learning support department.

It can be assumed that students will always be required to be reading set texts in preparation for lessons and reading around all of their subjects as a matter of course. Students are also expected to proofread all written tasks. Getting work done on time requires careful planning, organization, determination and self-discipline. These qualities are important in the later working-careers of students and in their personal lives. To promote the habit of punctuality, our procedure is as follows:

- teachers clearly communicate to students the guidelines, expectations and use of criteria for homework or coursework, as well as actively encourage the students' to communicate with them via manage bac;
- school breaks and vacations are recovery periods for students. Students will not receive 'holiday homework'. In Grade 10 (MYP5), students will be expected to be working on their Personal Projects during fall and winter holidays.
- due to differences in students' lengths of stay at BBIS, students cannot be assessed on any work that may have been suggested for the summer vacation;
- students are responsible for finding out about any and all missed assignments when they have been absent from lessons. All missing assignments must be made up. Assignments due during an absence should be submitted during the first lesson upon return. Any work assigned during an absence is due on the regular due date unless prior arrangements have been made with the teacher;
- if a student is present in class when a test or quiz is announced, the student is expected to take the test or quiz on the day of his or her return to school, if the teacher wishes. Special arrangements for exams will only occur due to sickness (accompanied with a doctor's certificate) or bereavement;
- any assignments due the day of a field trip must be submitted *prior* to the field trip, curricular or extra-curricular activity.

Tutors

Some students may have a private tutor to support their understanding of knowledge and concepts, to help them develop skills, or to suggest areas for improvement, or to offer additional learning strategies. However, the student should write their own work and develop their own ideas for tasks. Work submitted for assessment that does not reflect a student's independent ability may lead to a teacher requesting the task be redone. Student work that appears to be the work of a tutor will be treated as academically dishonest.

IB MYP Assessment and Criteria

In the MYP, students are assessed on the development of their skills (known as Criteria), rather than on their memory of a body of knowledge.

At BBIS we recognize that students learn in different ways, and in keeping with a holistic view of education, we think it is important to provide a variety of different ways for students to demonstrate what they have learned. This is the guiding principle of MYP assessment.

Assessment in the IB MYP at BBIS is:

1. *Varied in approach*

Students should be assessed in a variety of different ways: written assignments, oral presentations, field work, practical work, role-play, debates, exhibitions, performance, tests and examinations, research papers, peer and self-assessment.

2. *Formative as well as summative*

Formative assessment means that students will be given assessed feedback on their work to help them improve it. They will also be involved in this assessment, perhaps through assessing their peers or even themselves.

Summative assessment is a terminal activity usually assessed by the teacher, which assess a student's level of skill in detail.

3. *Criterion-based, not deficit-based*

Assessment will not be based on "how many questions can a student answer?" or "what percentage have they achieved?" but rather "what skills have they demonstrated?"

Assessment is criterion-based, so that students are assessed against published, agreed learning objectives. These learning objectives are published for each subject and each grade level, and are available to parents and students on the school's curriculum management tool ManageBac. The subject criteria are based on the learning objectives mandated by the IB.

Assessment should be on-going and reflective, allowing the students to evaluate their progress and set targets for improvement; and for the school to evaluate the measure of success in meeting specific learning objectives.

Awarding Grades

All criteria in all subjects are assessed against eight levels of criterion descriptors. These descriptors are prescribed by the IB and used in all MYP schools.

The descriptors concentrate on positive achievement, although difficulty to achieve may be included in the description for the lower levels.

The criteria for each subject represent the level MYP students should achieve by the end of the IB MYP stage. The skills required to achieve in each criterion become more demanding in each year of the MYP.

It is crucial for parents and students to discuss each subject area's individual criteria. Each criterion describes a student's strengths and weakness, facilitating an awareness of where to feel confident or where to strive for better results.

Term reports posted on ManageBac, BBIS electronic report system, include:

- An evaluation of the ATL skills shown during that term;
- A level and descriptor for the different criteria of that subject;
- An overall level of achievement for the subject from 1 to 7.
- Homeroom comments, including information on ATL and Service as Action.

Summary of the Subject-Specific Assessment Criteria

| Subject | Criterion A (max 8) | Criterion B (max 8) | Criterion C (max 8) | Criterion D (max 8) |
|-------------------------------|--------------------------------------|---------------------------------------|---------------------------|---|
| Language and literature | Analyzing | Organizing | Producing Text | Using language |
| Language acquisition | Comprehending spoken and visual text | Comprehending written and visual text | Communicating | Using language |
| Individuals and societies | Knowing and understanding | Investigating | Communicating | Thinking critically |
| Sciences | Knowing and understanding | Inquiring and designing | Processing and evaluating | Reflecting on the impacts of science |
| Mathematics | Knowing and understanding | Investigating patterns | Communicating | Applying mathematics in real-world contexts |
| Art | Knowing and understanding | Developing skills | Thinking creatively | Responding |
| Physical and Health Education | Knowing and understanding | Planning for performance | Applying and performing | Reflecting and improving performance |
| Design | Inquiring and analyzing | Developing ideas | Creating the solution | Evaluating |
| Personal Project | Investigating | Planning | Taking action | Reflecting |

IB MYP General Levels of Achievement

At the end of each term, students' total grades for each of the four criteria in a subject are converted into an IB MYP achievement level, from 1 to 7.

Below is a generic explanation of each IB MYP achievement level. The descriptors concentrate on positive achievement, although for the lower levels failure to achieve may be included in the description.

| | |
|---------|---|
| Level 7 | Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations. |
|---------|---|

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

Note: Descriptors should not be considered as marks or percentages. It should not be assumed that there are other arithmetical relationships; for example, a level 2 performance is not necessarily twice as good as a level 1 performance.

Moderation of Assessments

The school is committed to upholding the highest standards of academic fairness in the assessment process. To achieve this, the school conducts moderation sessions twice a year (November/May). During these sessions, assessments are collected, reviewed, and discussed by a committee of teachers. The purpose of these sessions is to ensure the standardization of marking, guaranteeing that all students are evaluated consistently and fairly. We also aim to maintain the quality and integrity of our academic programs.

[MYP Certificate and Promotion Requirements](#)

To be awarded the BBIS MYP Certificate of Completion, a student must have studied the MYP for a minimum of one complete school year. Their third term final report must demonstrate:

- an average grade of at least 3.5 in the MYP subjects and Personal Project
- at least a 3/7 in each MYP subject area;
- at least a 3/7 on the Personal Project;
- that the student has met BBIS expectations for Service as Action;
- the student has studied at least one language at Language and Literature level;
- minimum 90% attendance.

IB Diploma Program Promotion

The requirements for MYP certificate of completion are also the conditions for promotion from Grade 10 (MYP5) to the IB Diploma Programme. In addition, to meet the entry requirements for chosen courses of study in Grade 11, the school advises a student should have:

- a Grade 10 (MYP5) first term score of 5 or above for each Higher Level subject;
- a Grade 10 (MYP5) first term score of 4 or above for each Standard Level subject.

If the student has a learning issue, the school may develop an Individualized Learning Plan (ILP) to modify course objectives. Students on an ILP will also receive a modified MYP report.

Promotion

Promotion from each grade is not automatic. To be promoted from grades 6-9 (MYP1-4), a student's third term final report should demonstrate:

- an average grade of at least 3.5 in the MYP subjects;
- at least a 3/7 in each subject area;
- that the student has met BBIS expectations for Community and Service (CAS);
- attendance of at least 90% in each course.

Students who fail to meet these criteria will have their promotion reviewed by the school. Parents and students concerned will be involved in this consultation process.

Lebanese students

According to decree 4554, the school can offer the IB Program for Lebanese students who can obtain an equivalency from the Ministry of Education in Lebanon if the following conditions are met:

- Arabic Language is offered as Language A.
- Lebanese History and Civics are taught as supplementary subjects in DP1 AND DP2 (grades 11-12).
- Students must hold the Lebanese Brevet Certificate.

Assessments in the IB Diploma Programme Grades 11-12

The DP assessments consist of two types of examinations: internal and external assessments.

The Internal Assessments are marked by our subject teachers and then sent to be reviewed and graded by external moderators.

At the end of the two year programme, the students in the DP are taking written exams for each of the six chosen subjects (3 high level and 3 standard level), which are corrected by IB examiners externally using specific criteria for each subject.

Students will be graded with scores from 1 point (minimum) to 7 points (maximum) in each subject. The theory of knowledge (TOK) and extended essay (EE) can help students acquire up to 3 additional points to the overall score. Creativity, Action, Service (CAS) is not graded, but students have to meet all the requirements to be awarded the diploma.

In order to be awarded a diploma, students must obtain at least 24 points in the six subjects overall and to reach the minimum conditions for the core subjects.

We have a specific scale that shows the transformation of grades from our system to the IB marks.

| BBIS Scales | IB Marking |
|--------------------|-------------------|
| 17-20 | 7 |
| 16 | 6 |
| 15 | 6 |
| 14 | 6 |
| 13 | 5 |
| 12 | 5 |
| 11 | 4 |
| 10 | 4 |
| 9 | 3 |
| 8 | 3 |
| 7 | 3 |
| 6 | 2 |
| 5 | 2 |
| 0-4 | 1 |

For additional details regarding the Diploma Programme Assessments , you can get more information in the IB document “ *General regulations: Diploma Programme - For students and their legal guardian(2007)*” or access the IB official page <http://www.ibo.org/programmes/diploma-programme/assessment-and-exams/understanding-ib-assessment/> .

Regarding the IB Diploma equivalence for the Ministry of Education in Lebanon, check [الموقع الرسمي لوزارة التربية والتعليم العالي \(mehe.gov.lb\)](http://mehe.gov.lb)

