

Bucharest – Beirut International School

Assessment Policy

Secondary Grades

6-12

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.

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.

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 needs 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.

End-of-Year Exams

At BBIS Final exams have the purpose to assess all the concepts and topics covered during each grading period and give students a real feedback on the achieved knowledge and skills. The academic year will conclude with an assessment session consisting of two hour exams on each studied subject according to the specific grade.

Grading at BBIS

The marking scale for Secondary grades is out of 20. The lowest passing mark for all students in all subjects is 10/20. The achievement grades from 0-20 are based on 4 criteria and vary according to the subjects:

- knowing and understanding
- investigating, synthesizing and analyzing
- communicating
- reflecting and thinking critically

Reporting to parents

BBIS sends Progress Reports to parents every term, which include the grades over this period of time for each subject. At the end of the third term, our school provides parents with an overall report card including the average mark from the previous three Progress Reports and the end of year exam. The final exam weighs 25% of the total annual average.

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/> .