BBIS Assessment Policy

Reviewed Feb 2026

Assessment at BBIS is criterion-related, transparent and designed to support learning across the PYP, MYP, DP and CP, rather than to rank students against one another.

1. Purpose and Philosophy

Assessment at Bucharest – Beirut International School (BBIS) is an essential and integral component of the teaching and learning process. In alignment with the philosophy of the International Baccalaureate (IB) and the mission of BBIS, assessment supports the development of knowledgeable, self-confident and principled learners who demonstrate curiosity, integrity and a passion for lifelong learning.

Assessment at BBIS is criterion-related and not norm-referenced. Students are evaluated against clearly defined objectives and standards rather than in comparison with one another. This ensures equity, transparency and fairness across all programmes. Assessment is not viewed merely as a measure of attainment, but as a continuous process that informs instruction, strengthens reflection and supports student growth.

Across the Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP) and Career-related Programme (CP), assessment supports the development of knowledge, conceptual understanding, skills, attitudes and action. It provides meaningful feedback to students and reliable information to teachers, coordinators and parents.

2. Guiding Principles of Assessment

Assessment at BBIS is guided by shared principles across all programmes. It is designed to develop skills and deepen understanding, to motivate students, and to accommodate different learning styles.

Feedback is clear, constructive and timely, and students are encouraged to reflect on their learning and set goals for improvement.

Assessment practices promote international mindedness and uphold the attributes of the IB Learner Profile. Parents are kept regularly informed about student progress through conferences, written reports and Manage Bac the school digital platform.

Consistency and fairness are ensured through collaborative planning, the use of IB published criteria, internal moderation and, where required, external moderation.

3. Formative and Summative Assessment

Formative assessment is ongoing and embedded in daily classroom practice. Its purpose is to monitor learning, identify misconceptions and guide future instruction. Teachers use a wide range of strategies including discussions, quizzes, draft submissions, reflections, investigations, presentations, peer and self-assessments, and homework. Feedback from formative assessment is descriptive and designed to help students improve.

Summative assessment evaluates achievement at the end of a unit, term or instructional phase. It measures student performance against defined criteria and learning outcomes. Summative tasks may include examinations, projects, portfolios, performances, research papers and standardized tests. In IB programmes, summative assessment is criterion-based and aligned with official IB subject objectives

Both forms of assessment are essential and together provide a comprehensive picture of student learning.

4. Assessment in the Primary Years Programme (PYP)

In the PYP, assessment focuses on both the process and the product of inquiry. Teachers gather evidence of learning through observations, performance tasks, open-ended responses and selected responses. Assessment tools include rubrics, checklists, anecdotal records and learning continuums.

Student portfolios are central to the PYP assessment process. They document growth over time and include self-assessments, reflections, summative tasks and student-selected work. Portfolios are shared during student-led conferences, encouraging ownership and reflection.

Written reports are issued three times per year and communicate progress, achievement and effort. Achievement is reported on a 1–7 scale aligned with defined descriptors of understanding and skill development, while progress and effort are described using clearly articulated standards.

The PYP Exhibition in Grade 5 is the culminating assessment of the Primary Years, allowing students to synthesize and apply their learning through collaborative inquiry and action.

5. Assessment in the Middle Years Programme (MYP)

Assessment in the MYP is criterion-based and aligned with IB subject-specific objectives. Each subject is assessed using four criteria, each with eight achievement levels prescribed by the IB.

Students are assessed through a variety of approaches including written assignments, oral presentations, debates, practical work, research tasks, performances and examinations. Assessment emphasizes skill development rather than memorization. At the end of each term, criterion levels are converted into an overall achievement level from 1 to 7.

Reports include subject levels, ATL evaluations and narrative comments.

Moderation sessions are conducted at least twice annually to ensure consistency and fairness in marking. Promotion is based on defined academic and attendance criteria and is not automatic

The Personal Project in Grade 10 serves as a major summative assessment, allowing students to demonstrate inquiry, planning, action and reflection in an independent project

6. Assessment in the Diploma Programme (DP)

Assessment in the IB Diploma Programme combines internal and external components in accordance with IB regulations. Internal Assessments (IAs) are marked by subject teachers and externally moderated by the IB. External examinations at the end of the two-year programme are marked by IB examiners.

Students are assessed on a 1–7 scale in each subject. Theory of Knowledge (TOK) and the Extended Essay (EE) are graded on an A–E scale and may contribute up to three additional core points toward the diploma. To be awarded the IB Diploma, students must meet the minimum total point requirement and satisfy all core conditions

Formative assessment throughout DP supports preparation for IB examinations. Predicted grades are determined based on a body of evidence including summative assessments, IA progress and mock examinations, and are internally moderated to ensure fairness.

Assessment in the Diploma Programme at BBIS is conducted in accordance with the principles and practices of the International Baccalaureate, using a criterion-related 1–7 grading scale and qualitative descriptors of achievement. While Romania operates a national 1–10 grading system, BBIS does not routinely convert IB grades into Romanian numerical equivalents in its internal reporting.

Instead, the school ensures compliance with Romanian educational requirements through the official recognition and equivalency frameworks established by the Ministry of Education for international programmes. IB Diploma results and transcripts are issued in their original format and are recognized for purposes of university admission and certification through national equivalency procedures where required.

The IB assessment model, with its emphasis on standards-based evaluation, formative feedback, and the development of higher-order thinking skills, is compatible with the aims of the Romanian education system, even where grading scales differ. BBIS ensures transparency by clearly communicating assessment practices and reporting formats to students, parents, and relevant authorities, supporting both international mobility and local recognition.

7. Assessment in the Career-related Programme (CP)

Assessment in the IB Career-related Programme combines academic rigor with personal and professional development. The CP core components are assessed as follows:

Personal and Professional Skills (PPS) is primarily formative and portfolio-based, with achievement judged holistically across the two-year programme.

Language and Cultural Studies (LCS) are assessed through reflective journals, portfolio entries and demonstrations of intercultural understanding.

Community Engagement is evaluated through documented evidence, reflections and review meetings, with emphasis on ethical participation and sustained engagement.

The Reflective Project is assessed according to IB criteria, internally marked and externally moderated.

Career-related Studies are assessed according to the requirements of the accrediting body, which may include internally assessed and externally verified components.

8. Homework and Independent Learning

Homework supports formative assessment and reinforces classroom learning. In the MYP and DP, assignments and deadlines are communicated through Manage Bac. Students are responsible for managing long-term projects and meeting deadlines.

Holiday homework is generally not assigned, except where long-term IB requirements such as the Personal Project or Extended Essay require sustained work.

9. Reporting and Communication

BBIS communicates assessment outcomes through written reports issued three times per year, parent-teacher conferences, student-led conferences and digital reporting systems.

Reports include achievement data, narrative feedback, ATL evaluations and homeroom comments. Conferences provide opportunities for dialogue, reflection and collaborative goal setting.

10. Academic Integrity

All assessment at BBIS adheres to the school's Academic Integrity Policy and IB regulations. Students are taught proper citation and referencing practices and are expected to submit authentic work. Suspected academic misconduct is investigated according to IB procedures.

As emphasized by the IB, the authenticity of student work is the responsibility of both the student and the school.

11. Policy Review

This Assessment Policy reflects IB documentation including Diploma Programme and Career related Programme Assessment Principles and Practices.

The policy is reviewed annually by programme coordinators and school leadership to ensure alignment with IB standards and the mission of BBIS as a Lebanese international IB World School.