

مدارس
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MISR
LANGUAGE
SCHOOLS

MLS IB DP Assessment Policy

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MLS Assessment, Grading and Reporting Policy

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

MLS Mission

At MLS (Misr Language Schools), our mission is to cultivate responsible, empathetic, and disciplined young minds, preparing them to thrive in an interconnected world and become proactive contributors to humanity and the globe. Valuing compassion, care, diversity, growth mindset, and intercultural understanding, we provide a safe and supportive learning environment that fosters curiosity, creativity, and collaboration.

We believe in the unique potential of each learner to achieve excellence and make a positive impact. Inspired to pursue their passions, explore their interests, and discover their talents, MLS learners are empowered with the skills and attributes to act, express their opinions, and respect others.

Through MLS's diverse educational programs (National, British, American, and French Divisions) offering our learners a variety learning experiences, we promote lifelong learning, self-realization, and prosperous futures for our learners. Exposing them to diverse perspectives, cultures, and languages, we foster global citizenship and social responsibility.

In summary, MLS is dedicated to nurturing responsible, empathetic, and disciplined individuals who are equipped to excel in an interconnected world. We provide a safe and supportive learning environment that encourages curiosity, creativity, and collaboration, empowering learners to make a positive impact on humanity and the globe.

Learner Profile

- **Inquirers**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

- **Knowledgeable**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

- **Thinkers**

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

- **Communicators**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

- **Principled**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

- **Open Minded**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

- **Caring**

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

- **Risk takers**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change

- **Balanced**

We understand the importance of balancing different aspects of our lives intellectually, physical, and emotional to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

- **Reflective**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Introduction

The assessment policy of MLS outlines the principles, procedures, and guidelines for assessing student learning within our department. Assessment plays a crucial role in guiding instruction, measuring student progress, and ensuring the attainment of educational goals. This policy serves as a framework for the development, implementation, and evaluation of assessment practices that are aligned with the principles and objectives of the International Baccalaureate (IB) programs.

Purpose and Philosophy

A well-designed system of assessment, evaluation, and reporting based on clearly stated curriculum expectations and achievement criteria promotes high standards of achievement for all students.

Assessment is the process of gathering information from various sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflect how well a student is achieving a course's curriculum expectations.

At MLS, we believe that assessment should serve the following purposes:

- Evaluate student understanding: Assessment provides insight into students' knowledge, skills, and conceptual understanding across various subject areas.
- Support student growth: Assessment feedback informs students about their strengths and areas for improvement, facilitating their ongoing learning and development.
- Inform teaching practice: Assessment data guides instructional decisions, helping teachers tailor their approaches to meet the diverse needs of students.
- Certify achievement: Assessment serves as a means of certifying students' achievement and demonstrating their readiness for further education or employment.

Our assessment philosophy is grounded in the following principles:

- Holistic development: We recognize the importance of assessing not only students' academic knowledge but also their social, emotional, and ethical development.
- Inquiry-based learning: We embrace inquiry-based approaches to teaching and learning, fostering critical thinking, creativity, and problem-solving skills.
- International-mindedness: We value diversity, intercultural understanding, and global citizenship, and our assessments reflect these principles.
- Equity and inclusion: We are committed to ensuring that assessment practices are fair, equitable, and accessible to all students, regardless of their background, abilities, or circumstances.
- Continuous improvement: We believe in the importance of ongoing reflection and collaboration to continually refine and improve our assessment practices.

Types of Assessment

Our assessment practices encompass a variety of methods, including:

- **Formative assessment:** Ongoing assessment that provides feedback to students and informs instructional decisions.
 - It is part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening. In this sense, formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. These adjustments help to ensure students achieve targeted learning goals.
- **Summative assessment:** Evaluation of student learning at the end of a unit, course, or program.
 - It is a measure of a student's understanding and achievement. It is done at the end of a teaching unit. Summative assessment may be used to make informed decisions about how to support each student in succeeding and determine whether they have achieved the required learning objectives.
- **Performance-based assessment:** Tasks and projects that require students to apply their knowledge and skills in authentic contexts.
 - These are learning activities that could be divided into steps (learning chunks). Teacher's observation, guidance and feedback, as well as self-assessments provide students with directions to adjust, improve and enhance their learning outcomes and achievement. Task specific rubrics are also provided as guides to help students meet learning goals and as objective criteria for grading.
- **Standardized assessment:** Examinations and assessments administered and scored according to established criteria.

Assessment Criteria

Assessment criteria are aligned with subject-specific objectives and standards, encompassing various dimensions of student learning, including:

- Knowledge and understanding
- Critical thinking and analysis
- Communication skills
- Creativity and innovation
- Collaboration and teamwork
- Ethical and intercultural awareness

Internal Assessment

Internal assessments are conducted and graded by teachers within the department and may include various tasks, projects, and assignments. Guidelines for internal assessment are established to ensure consistency, fairness, and alignment with subject objectives.

The IB (International Baccalaureate) believes that the benefits gained from being able to set meaningful assessment tasks that can only be assessed through classroom-based work which is evaluated by someone who has seen the candidates' development are greater than the risks internal assessment creates. Therefore, an internal assessment task will usually be part of any set of assessments.

Finally, classroom-based tasks may also allow candidates to demonstrate aspects of an IB education not assessed.

Teachers for each subject and level with an IA (Internal Assessment) component must ensure that the candidates' work conforms to the requirements for the subject and level. Teachers must assess candidates' work using the IB assessment criteria for that subject and level. Teachers' marks must be awarded within the range of minimum and maximum marks available.

Predicted Grades

A predicted grade is the teacher's estimation of the grade the candidate is expected to achieve in the subject. A predicted grade should be based on:

- all the evidence of the candidate's work
- the teacher's knowledge of IB standards.

Predicted grades are required for all subjects, including TOK and the EE. Predicted grades are used for grade award meetings when considering a subject's grade distributions and the performance of individual candidates. A check on the appropriateness of results is made by comparing awarded grades with predicted grades. If there are significant discrepancies, further reviews may be conducted.

Teachers predicting grades should use the following scales.

- Grades are awarded to candidates in each subject on a scale of 1 to 7, with 7 being the highest grade.
- For TOK and the EE, the grades are on a scale of A to E, with A being the highest grade.

Whether predicted grades should be released to candidates is left to the discretion of the school.

External Assessment

External assessments are administered at school (May sessions) by the International Baccalaureate Organization. Procedures for external assessment adhere to established guidelines and regulations to ensure fairness and integrity.

Feedback and Reporting

Feedback on assessments is provided to students in a timely and constructive manner, focusing on strengths, areas for improvement, and strategies for growth. Assessment results are communicated to students, parents, and other stakeholders in a clear and informative manner.

Academic Honesty and Integrity

We uphold high standards of academic honesty and integrity, and we expect all students to submit work that is their own and to acknowledge the ideas and contributions of others appropriately. Instances of academic misconduct, such as plagiarism or cheating, are addressed in accordance with established academic policies and procedures.

Special Considerations

Provisions are made to accommodate students with special educational needs or circumstances, ensuring that assessment practices are accessible and equitable for all students. Special considerations may include accommodations, modifications, or alternative assessment arrangements as needed.

Appeals Process

Students have the right to appeal assessment decisions if they believe there has been an error or unfairness in the assessment process. Procedures for lodging an appeal and the criteria for considering appeals are outlined in accordance with established policies and regulations.

Evaluation

Evaluation refers to the process of judging the quality of student work based on established criteria and assigning a value to represent that quality. (Assigning a task such as designing an economic system for a moon settlement would be a performance task to assess students' ability to use what they learned. Students know the criteria for assessment through discussion of the rubric. An exemplary product may also be discussed to identify elements of quality product. Grading the final product of the students based on the rubric is the "Evaluation".)

Examples:

A. Paper and Pencil (Tests, Quizzes)

1. MCQ
2. Matching
3. Why not to use True/False
4. Short Constructed Response
5. Extended Constructed Response

B. Authentic Tasks

- Product: (Poster, Flier, Model, Scrapbook, Brochure, Cartoon, Multimedia Presentation, Report, Written Product, Lab Log, Graph, Diagram...etc.)
- Performance: (Oral Presentation, Debate, skit, Song, TV show, Newscast...etc.)

Reporting Student Achievement

The Diploma Program (DP) is a two-year program with external examinations at the end of year 12. The Diploma Program school year at MLS is divided into two semesters (Fall & Spring), which constitute the school's formal reporting period.

Student achievement is communicated both formally to students and parents by means of Report Cards (Progress Reports and End of Term Reports), and informally on an everyday basis through feedback.

The report card focuses on two distinct but related aspects of student achievement:

1. The achievement of curriculum expectations
2. The development of learning skills

Assessment Type	Weight	Minimum/Reporting Period
Summative	25%	1
Project	25%	1
Formative (Quizzes)	30%	2
ATL Skills	20%	4

Formal Reporting

Year	Report
11	Mid-smester 1 Progress Report
	Semester 1 Report Card
	Mid-semester 2 Progress Report
	End of Year Report Card
12	Mid- semester 1 Progress Report
	Semester 1 Report Card
	Mock Exam Report
	End of Year Report Card (Diploma Results)

Student should maintain a minimum of 75% grade at all progress report check points, in case of not achieving that minimum this will result in

- 1st incident
 - A written warning signed by student and parent
- 2nd incident
 - Being put on probation to re-evaluate student's performance
- 3rd incident
 - The student will be asked to withdraw from the program

Besides, the day-to-day updates of student's grades on the school grading system platform (Rediker/ManageBac)

National Ministry of Education Mandatory Exams

Egyptian students are required to pass the National Ministry of Education Exams in Arabic and Religion. MLS provides full instruction of both subjects throughout the two years of the diploma program within the diploma program school schedules in compliance with the Ministry of Education requirements.

Rights and Responsibilities

Rights

Leadership

- 1. Right to Provide Guidance**
Leadership has the right to provide guidance and direction in the implementation of the assessment policy, ensuring alignment with the IB principles and objectives.
- 2. Right to Support Professional Development**
They have the right to support professional development opportunities for teachers to enhance their understanding and implementation of assessment practices.
- 3. Right to Establish Policy**
Leadership has the right to establish and revise the assessment policy, ensuring that it reflects best practices, legal requirements, and the mission of the school.
- 4. Right to Monitor Implementation**

They have the right to monitor the implementation of the assessment policy across the school, ensuring consistency, fairness, and effectiveness.

Diploma Program Coordinator

- 1. Right to Oversee Implementation**
The coordinator has the right to oversee the implementation of the assessment policy within the Diploma Program, ensuring compliance with IB regulations and guidelines.
- 2. Right to Provide Support**
They have the right to provide guidance and support to teachers in understanding and implementing assessment criteria and practices.
- 3. Right to Coordinate Assessments**
The coordinator has the right to coordinate the administration of internal and external assessments, including exam schedules and logistics.
- 4. Right to Liaise with Stakeholders**
They have the right to serve as a liaison between the department, school administration, and the IB organization regarding assessment matters.

Students

- 1. Right to Fair Assessment**
Students have the right to be assessed fairly and consistently according to established criteria and procedures.
- 2. Right to Feedback**
They have the right to receive timely and constructive feedback on their assessments to support their learning and growth.
- 3. Right to Access Resources**
Students have the right to access resources and support to help them prepare for assessments, including study materials, tutoring, and accommodations as needed.
- 4. Right to Appeal**
Students have the right to appeal assessment decisions if they believe there has been an error or unfairness in the assessment process.

Teachers

- 1. Right to Design Assessments**
Teachers have the right to design and implement assessments that align with subject-specific objectives, standards, and assessment criteria.
- 2. Right to Provide Feedback**
They have the right to provide timely and constructive feedback to students on their assessments, including suggestions for improvement.
- 3. Right to Professional Development**
Teachers have the right to participate in professional development activities to enhance their assessment literacy and effectiveness.
- 4. Right to Collaboration**
They have the right to collaborate with colleagues to ensure consistency and coherence in assessment practices across the department or school.

Parents

- 1. Right to Information**
Parents have the right to receive information about assessment policies, procedures, and their child's performance.
- 2. Right to Communication**
They have the right to communicate with teachers and school administrators regarding any concerns or questions about assessments.
- 3. Right to Participation**

Parents have the right to participate in parent-teacher conferences and meetings to discuss assessment results and progress.

Support Staff

- 1. Right to Training**
Support staff have the right to receive training and support to fulfill their responsibilities related to assessment administration and logistics.
- 2. Right to Support Students**
They have the right to provide support to students during assessments, including accommodations and assistance as needed.
- 3. Right to Collaboration**
Support staff have the right to collaborate with teachers and administrators to ensure a supportive and conducive environment for assessments.
- 4. Right to Professional Development**
They have the right to participate in professional development opportunities to enhance their understanding of assessment practices and procedures.

These outlined rights ensure that each stakeholder within the IB Assessment Policy framework has the necessary support, resources, and avenues for participation to contribute effectively to the assessment process and support student learning and success.

Responsibilities

Leadership

- Provide strategic direction and support for the implementation of the assessment policy.
- Ensure that assessment practices align with the goals and principles of the IB program.
- Support professional development opportunities for teachers to enhance their assessment literacy and practices.
- Foster a culture of continuous improvement and reflection regarding assessment practices.
- Collaborate with stakeholders to review and revise the assessment policy as needed.

Diploma Program Coordinator

- Analyze IB data and develop action plans to achieve better results.
- Oversee the implementation of the assessment policy within the Diploma Program.
- Provide guidance and support to teachers in understanding and implementing assessment criteria and practices.
- Coordinate the administration of internal and external assessments, including exam schedules and logistics with enough notice for students and teachers.
- Ensure that assessment practices comply with IB regulations and guidelines.
- Serve as a connection between the department, school administration, and the IB organization regarding assessment matters.

Teachers

- Adhere to the Assessment and Grading Policy of MLS
- Hold to the Academic Integrity Policy
- Design and implement assessments that align with subject-specific objectives, standards, and assessment criteria.
- Provide timely and constructive feedback to students on their assessments.
- Maintain accurate records of assessment results and student progress.
- Collaborate with colleagues to ensure consistency and coherence in assessment practices.

- Participate in professional development activities to enhance assessment literacy and effectiveness.

Support Staff

- Provide logistical support for the administration of assessments, including exam setup, distribution of materials, and invigilation.
- Assist in the coordination of accommodations and special considerations for students with diverse learning needs.
- Collaborate with teachers and administrators to ensure a supportive and conducive environment for assessments.
- Maintain confidentiality and security of assessment materials and student information.
- Participate in professional development opportunities to enhance their understanding of assessment practices and procedures.

Parents

- Read the Parents and Students Handbook and the Assessment Policy Handbook.
- Support their child through managing their time and meeting deadlines.
- Support their child's learning by encouraging them to engage with assessment tasks and seek assistance when needed.
- Communicate with teachers and school administrators regarding any concerns or questions about assessments.
- Encourage their child to take responsibility for their learning and academic performance.
- Participate in parent-teacher conferences and meetings to discuss assessment results and progress.

Students

- Read, understand and follow the Assessment Policy Handbook and the “General Regulations: Diploma Program”.
- Read, understand and abide by the Academic Integrity Policy.
- Stick to all deadlines.
- Present work following the (APA) referencing system.
- Engage actively in the assessment process, demonstrating a commitment to their own learning and growth.
- Familiarize themselves with assessment criteria, objectives, and expectations for each subject.
- Complete assessment tasks to the best of their ability, ensuring that work is original, authentic, and meets academic integrity standards.
- Seek clarification from teachers or peers if they have questions or need additional support to understand assessment tasks or criteria.
- Manage their time effectively to meet assessment deadlines and avoid last-minute stress.
- Reflect on feedback provided on assessments, identifying areas for improvement and developing strategies for further learning.
- Participate actively in self-assessment and reflection, evaluating their own progress and setting goals for improvement.
- Take responsibility for their academic performance and contribute positively to a culture of integrity, respect, and collaboration within the school community.

Review and Revision

The assessment policy is subject to periodic review and revision to ensure alignment with evolving educational goals, standards, and best practices. Feedback from stakeholders, research findings, and changes in IB regulations inform updates to the policy as needed. This assessment policy reflects our commitment to fostering a supportive and rigorous learning environment that empowers students to achieve their full potential and become lifelong learners and responsible global citizens.

References

1. Diploma Programme Assessment procedures. International Baccalaureate Organization, 2018. ibo.org, https://resources.ibo.org/data/DP_AP_2018-en.pdf. Accessed 24 July 2018.
2. Grade boundaries for Diploma programme coordinators, May 2018. International Baccalaureate Organization, 2018. ibo.org, https://resources.ibo.org/dp/topic/Generalresources/resource/1116248276/data/d_0_dpyyy_eas_1805_1m_e.pdf. Accessed 27 July 2018.

Appendix 1.
IB Diploma Grading Rubric

Grade	Standards of Performance	Grade Descriptors of Levels Achieved
7	Excellent Performance	Thorough understanding of the concept, knowledge and skills, ability to apply faultlessly, demonstrate originality, evidence of analysis, synthesis, and evaluation where appropriate and produces work of high quality.
6	Very Good Performance	Thorough understanding of the concept, knowledge and skills, ability to apply them, generally demonstrate evidence of analysis, synthesis, and evaluation where appropriate.
5	Good Performance	A sound understanding of the concept, knowledge and skills, ability to apply them, generally shows evidence of analysis, synthesis and evaluation and occasionally demonstrate originality and insight.
4	Satisfactory Performance	A good general understanding of the concept, knowledge and skills, ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis, and evaluation.
3	Mediocre Performance	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the concept, knowledge and skills and is only able to apply them fully in normal situations with support
2	Poor Performance	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the concept, knowledge and skills and is only able to apply them fully in normal situations with support
1	Very Poor Performance	Minimal achievement in terms of the objectives

Appendix 2.
Core Points Matrix

Core subjects are allotted anything between 0-3 points towards the overall diploma points

TOK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

Students predicted grades will be reported as for;

1. Internal Assessment (IA)
2. Evidence submitted by students throughout the course
3. Grade Descriptors
4. Teacher's Professional Judgment Performance

Lowest Score for predicted grades is 0 and the highest is 7

Appendix 3.

Conversion of Grades Between IB and American

IB Scale	GPA	Letter Grade	IB Equivalent	American Diploma
7	4	A+	87-100	97-100
6	4	A	80-86	93-96
5	3.7	A-	70-79	89-92
4	3.3	B+	65-69	86-88
	3	B	60-64	83-85
	2.7	B-	55-59	79-82
	2.3	C+	50-54	76-78
3	3	C	45-49	73-75
	1.7	C-	40-44	69-72
2	1.3	D+	35-39	66-68
	1	D	33-34	63-65
1	0.7	D-	32	60-62
0	0	F	Below 32	Below 60