



Amman Bacculaureate School WHOLE SCHOOL ASSESSMENT POLICY

Shared Understanding of High Quality Learning at Amman Bacculaureate School

High Quality Learning at ABS combines inquiry based, conceptual, experiential, and collaborative learning. It cultivates critical thinking, creativity, and problem solving thereby enhancing personal growth and fostering agency. It engages learners in local and global issues so that they will be rooted, compassionate citizens who will have a positive impact on the world.

Rationale / Shared Beliefs:

The main objective of assessment at ABS is to provide students with continuous feedback on their learning in a manner that allows them to identify clear pathways for improvement and mastery of knowledge, understanding, and skills. Teachers are expected to use assessment results to inform their planning of further learning experiences and differentiate learning in a manner that accommodates the needs of all learners. Frequent assessment aligned with age-related international standards is integral to all learning and teaching at ABS to ensure continuous learning and growth. The school defines assessment as all tools and procedures used to collect evidence, record, and report progress towards the designated learning outcomes in terms of knowledge, skills, conceptual understanding, and attitudes.

The assessment philosophy at the Amman Bacculaureate School (ABS) relates to and connects with the School's Guiding Statements, particularly the "Al Tarbiyeh" ("Quality Upbringing") acronym. It aligns most closely with the following qualities within the acronym:

- **Lifelong Learning**: Assessment is a continuous process that empowers learners to maximise their learning opportunities and fulfil their potential during their school years and beyond.
- **Achievement**: The assessment data gathered from a variety of tools, observations, and conversations identify the level to which standardised curriculum expectations are achieved.
- **Responsibility**: Monitoring, measuring, documenting, and reporting assessment are the collaborative responsibility of all stakeholders within the school community, and are integral for effective learning.
- **Youth Agency**: Learners personally monitor their learning through continuous self-reflection to enable adjustments, and or adaptations in what they understand and do, so that they can progress academically, socially and emotionally and grow into assessment-capable learners.
- **Excellence**: Assessment identifies gaps in student learning and suggests measures needed for improvement in the pursuit of excellence.

Principles and Guidelines

The school believes that student assessment should follow these principles and guidelines:

- Assessment practices must be directly linked to stated learning outcomes and based on the school's educational philosophy, learning and teaching policy, and the requirements of each programme.
- Be based on clear, known, and understood assessment criteria carefully explained and deconstructed by teachers during the learning process well in advance of planned assessments.
- Be varied – using a variety of tools and strategies, both formal and informal to gauge knowledge, skills, and understanding – as part of an ongoing and integral part of the learning experience.
- Be done formatively to inform teachers and learners of the path to improvement, as well as summatively to determine the level of individual students against age-related international standards.
- Provide the necessary accommodations, allowances, and support for those with additional educational needs (see ABS Inclusion Policy).
- Provide opportunities for students to demonstrate a range of understanding and broad interpretation of concepts learned by asking them to recall, adapt, and apply knowledge and skills to new questions and contexts.
- Embrace the holistic nature of learning and teaching at ABS by examining students on the knowledge, understanding, and skills acquired across a whole course and not just aspects of it.
- Provide timely, direct, specific, and contextualized feedback to learners and parents with unambiguous routes to improvement.
- Build student self-assessment and reflection into assessment processes as a means of empowering students to have agency over their learning and allow them to become assessment-capable learners.
- Align internal assessment records with baseline data to drive instruction, guide learning, adjustments to practice, and inform curriculum planning.
- Promote the bilingual culture and philosophy of the school by assessing in the stated language of instruction (English or Arabic) for respective grade-level subjects (clearly outlined in the ABS Language Policy).
- Be recorded accurately and reported regularly.

Assessment, Feedback, and Reporting Practices

1. Pre-assessment

All teachers will assess learners' prior knowledge and experience before embarking on new learning experiences by reflecting on past academic records and baseline assessment data with a view to identifying key gaps in understanding, and planning teaching and assessment accordingly.

2. Formative assessment and feedback expectations (assessment *for* learning)

On-going and regular assessment employed during the teaching and learning process to inform teachers and students about how learning is developing. Formative assessment and teaching are directly linked, with teachers using information to adjust practice and provide

support. A variety of tools and methods will be used including, but not limited to, in-class observations, rubrics, criteria, learning continuums, checklists, practice papers, short written assignments, oral presentations, self-assessments, learning logs, and class discussion. Our strategies enable students to inquire and self-assess their performance levels against clearly articulated standards and criteria. In the dialogue of feedback, teachers provide feedback to students through written comments, conversations with students (individually and in small groups), or through audio notes (*note: this list is not exhaustive*). Formative assessments do not receive a formal grade, but teachers should indicate band-level performance, preferably after the student has completed a self-reflection sheet, to gauge performance and plan for future improvement. Teachers are expected to keep records of their formative assessments for student tracking and provide constructive feedback to enable students to develop their knowledge, understanding, and skills.

Expectations for Feedback:

At ABS, feedback is personalised, relates to the task set and is communicated in student-friendly language that encourages dialogue and achievable improvement. The teacher feedback on formative and summative assessments must include the following:

1. Identify areas of achievement.
2. Identify areas for improvement.
3. Suggest targets and resources for the next areas of practice or assessment.

In our commitment to the dialogue of feedback at ABS, teachers are encouraged to:

- Provide written formative feedback at least twice per unit or term on ManageBac, AssessPrep, or another agreed upon platform prior to a summative assessment.
- Provide carefully annotated commentary and have an overall comment of student performance in relation to criteria-based standards. For practical subjects such as Design and the Arts, the timing and nature of the feedback may be different.

3. Summative assessment (assessment of learning) and reporting guidelines:

Summative assessment happens at the end of a body of learning and is planned and communicated to students and parents well in advance. The assessment aligns with internal and IB programme standards, is graded according to the criteria-based grade descriptors provided by the IB, internally moderated to ensure consistency, and designed so that learners can show their understanding of concepts, knowledge, and skills in authentic contexts.

Reporting Expectations and Practices:

Reporting is vital to the learning progress of students, providing them (and their parents/guardians) with an up-to-date indication of their performance in relation to learning outcomes and identifying individual strengths and areas for improvement. To this end, reporting is the formal component of the feedback process. Effective reporting gives an accurate indication of student performance while also providing positive motivation and pathways to improvement.

During the course of the school year, ABS reports formally to all parents. Reports may include grades against clearly identified learning outcomes from all subject teachers and an assessment of relevant ATL skills within a given subject.

4. Portfolios

Where applicable, these are collections of student work that are designed to demonstrate domain-specific knowledge, growth, higher order thinking, creativity, and reflection over a period of time. A portfolio can be thought of as an exhibition of an active mind at work. Portfolios provide students with an opportunity to articulate their learning.

5. External Assessments

These are assessments written and assessed by an external source, but administered internally by ABS staff, such as the CEM (Centre of Evaluation and Monitoring) base-line testing, Grade 10 eAssessments, and Grade 12 Final Exams. Many internal assessments are directly aligned with external assessments as a means of essential preparation for them.

Homework

Homework is a necessary adjunct to classroom teaching, and all students can expect to receive homework on a regular basis. Homework is intended to reinforce work covered in class and to help students develop important habits of self-discipline, organisation, and self-reliance. Students are responsible for organising their time appropriately to manage long-term projects, but teachers must be reasonable in their allocation of homework, taking into consideration assessment schedules and other school commitments.

If a student's failure to continuously complete homework is perceived to be problematic, the teacher will notify the respective Grade Leader and Head of Department, who may require the student to attend an after-school session to complete work. Parents will be notified should a student repeatedly fail to submit schoolwork.

Awarding Term and Final Grades

In the MYP and DP programmes, the awarding of a summative term grade requires the translation of a variety of subject specific criteria-based IB grade descriptors awarded in each term into a single grade descriptor [7 (high) – 1 (low) grade]. Teachers are required to look at each student's set of summative assessments over a given period of time and assign the grade that most accurately demonstrates the student's overall performance. However, the assessment profile of students is more than an averaging of attainment grades over a period of time and includes teacher assessment and other forms of assessment data/evidence.

Teachers' Responsibilities for Assessments are to

- Provide learners with a clear indication about the timing and nature of assessment tasks and notify students of any changes.
- Ensure that students are aware of how and against which criteria they will be assessed.
- Ensure that feedback on assessment tasks is timely, specific, and articulates a clear pathway to improvement.
- Ensure that feedback is constructive: identifying students' strengths as well as any areas for development and include suggestions for improvement.

- Ensure that the results of assessments are analysed, aligned with baseline data, and used to improve student learning and the delivery of the programme.
- Design meaningful assessment tasks which are both mastery and performance-based, and authentic.
- Ensure that assessment tasks target different thinking skills and emphasise application of concepts, using a variety of assessment strategies.
- Be reasonable in their allocation of homework, taking into consideration assessment schedules and other school commitments.
- Ensure students receive formative assessment and purposeful feedback prior to summative assessment tasks.
- Ensure that, where relevant, assessment activities reflect cultural heritage and intercultural awareness.
- Ensure that authentic assessments reflect global contexts that ask students to relate what they have learned to real world contexts.
- Ensure that assessment tasks are criterion-related and clearly explained to learners.
- Ensure that opportunities for self and peer assessment are provided for learners as tools for reflection and development of thinking.
- Ensure that all summative assessments are standardised in all grade levels and moderated within departments.
- Ensure that assessment results are effectively and accurately communicated to parents on a regular basis through a variety of approaches such as summative assessment reports, interim reports, student-parent-teacher conferences, and informal discussions.

Students' Responsibilities for Assessment are to

- Take responsibility for their own learning through self-management skills, growth mindset, and continuous self-assessment.
- Take agency of their learning by reflecting on what and how they are learning in all stages of the learning process.
- Accept responsibility for decisions they make about learning.
- Practice academic integrity in relation to all assessment tasks.
- Carry out all assessment tasks assigned by the teacher to the best of their ability.
- Abide by the school dates and deadlines outlined in the relevant school section handbook.
- Complete homework on time and to the best of their abilities to better facilitate the learning process.

Administration's responsibilities

- Ensure that all assessment practices are aligned with international standards as well as the IB philosophy of assessment and its practices.
- Ensure that teachers receive appropriate training that will allow them to implement assessment practices according to the principles of each of the specific IB Programmes. (PYP, MYP, DP and CP).
- Provide parents with assessment results through officially documented report cards that will form the basis by which teachers and parents begin their discussions concerning students' achievement and progress.

- Ensure that parents can communicate any concerns relevant to assessment by following the ABS Communications and Grievances policy.
- Ensure that any assessment-related comments, complaints, or queries are monitored and dealt with appropriately within the time specified in the ABS Communications and Grievances policy.
- Provide the Jordanian Ministry of Education with clear and accurate records that evidence student achievement in compliance with local requirements.

Parents' Responsibilities for Assessment are to:

- Provide a nurturing and supportive home environment that is conducive to learning.
- Ensure that children have access to appropriate devices with Internet connection.
- Provide reasonable support that does not compromise the integrity of the work submitted and is in line with the school's Academic Integrity Policy.
- Support their children in meeting assessment deadlines.

The above policy is to be read in conjunction with each school section's practices and procedures document (Handbook) that describes the specific requirements for each of the four IB programmes being implemented.

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