



DHAHRAN AHLIYYA SCHOOLS

ASSESSMENT POLICY

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Assessment Policy Committee Members:

- Vice Presidents of Academic Affairs & IB coordinators
- Teachers
- Principals
- Students
- Academic Coaches
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1. INTRODUCTION

1.1 DAS MISSION

Inspired by the principles of Islam, the mission of Dhahran Ahliyya Schools (DAS) is to empower each student to be a compassionate, thinking, lifelong bi-lingual learner who makes a positive difference, locally and globally.

1.2 DAS VISION

Our vision is to provide a world-class education with an Arab and Islamic identity through a pioneering learning community that is sustainable and socially responsible.

1.3 THE INTERNATIONAL BACCALAUREATE'S MISSION STATEMENT

The International Baccalaureate (IB) 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.

1.4 THE IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. As IB learners, we strive to be:

-  **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 analyze 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 integrity, 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 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—intellectual, physical, (spiritual), 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.

1.5 DAS EDUCATIONAL PHILOSOPHY

We believe that excellent education touches both the hearts and minds of students, developing their intellectual, personal, emotional, and social skills to learn and work in a rapidly changing and developing world. Moreover, it should provide them with a sense of belonging in their own country as well as an openness to their roles as citizens of the world, who are committed to taking action to help make their world a better place.

We believe that this kind of education is best provided through a collaborative, constructivist learning process that is based on inquiry, action, and reflection. It should result in meaningful, rigorous, interdisciplinary academic learning which students apply in the solution of real problems while, at the same time, developing the attributes described in the IB Learner Profile and the attitudes that support lifelong learning. In our approach, assessment plays an important role and must be multi-faceted and integrated in the process of learning and planning.

We believe that language is central to intellectual, social, cultural, and emotional development. Therefore, every teacher is a language teacher. Our goal is to honor and support the development of both Arabic and English. We highlight the transdisciplinary nature of language learning by teaching the academic language through content in both English and Arabic.

We believe that the consistency of a positive, supportive climate of respect, safety, and responsibility is essential. All our students deserve equal opportunity and should be treated with equal respect and dignity. However, we also recognize that to be fair to all; we need to differentiate the kinds and amounts of instruction and learning support.

2. DAS PHILOSOPHY ON ASSESSMENT POLICY

As a team, we value our learner outcomes the most; therefore we:

- **design** formative and summative assessments that align with our expectations.

- **report** student performance data on PowerSchool.
- **analyze** formative and summative assessments.
- **reflect** on learner performances and summarize specific strategies and interventions to support their needs.
- **determine** and act on specific support strategies to differentiate learning for all our students.
- **share** the analysis of test data with all the stakeholders – students, Student Support Unit (SSU) team members, and parents.
- **reflect** on our analysis of professional learning communities (PLCs) with our collaborators.

3. ASSESSMENT PURPOSE AND PRACTICES

In keeping with the school's mission and the spirit of the IB Programme, assessment is geared toward improving rather than merely documenting student performance. The use of assessment to judge the effectiveness of both teaching and learning processes is essential to allow teachers and students to identify their strengths and weaknesses and evaluate the programme's effectiveness. The objectives and process of any assessment should be clearly explained to the students.

3.1 THE PURPOSE:

As a pioneering professional learning community, we know that our collaborative efforts and collective inquiry need to be assessed based on results. We need to evaluate our initiatives based on ongoing assessments. We also monitor the effectiveness of our practices by analyzing the growth in student learning. In our school, we use assessments as an essential tool that supports and promotes student learning. Our assessments aim to achieve this by:

- Providing feedback on the learning process.
- Informing and improving the planning and teaching processes.
- Making the learning process and expectations transparent for students, parents, and teachers.
- Promoting a deep understanding of subject content by supporting students in their inquiry.
- Providing tools for the learner for self-reflection and goal setting.
- Promoting the development of higher-order cognitive skills by providing rigorous final objectives.
- Supporting the holistic nature of learning by assessing a range of knowledge, practices, skills, and attitudes.

3.2 THE PROCESS:

1. What do we expect our students to learn? How will we know they are learning?
2. How will we respond when they don't learn?
3. How will we respond if they already know it?

3.2.1 RESULT ORIENTATION:

Data plays a vital role in helping the teams identify areas for improvement and set SMART goals. To make our goals SMART, they need to conform to the following criteria:

- Specific
- Measurable
- Attainable
- Result-oriented
- Time-bound

The PLC teams follow a simple collaborative inquiry cycle to impact student learning positively:

- **Plan:** Plan their assessments and data gathering tools.
- **Do:** Implement what they planned and gather data using the tools they identified in the planning stage.
- **Study:** Study the data together to identify gaps, reflect on their practices, and make necessary changes to the plan.
- **Act:** Review the plan and make necessary changes based on analyzed data. Prepare to go through the cycle again, starting from "Do."

Each PLC team goes through a yearlong inquiry cycle related to the team's SMART goal, while the short cycle is done within every unit.

Student data is taken very seriously to enhance the teaching and learning process. This reflection leads to the creation of strategic plans for improvement.

The teachers and programme directors analyze the data over years, world averages and identify strategies that help.

3.2.2 ASSESSMENT IN VIRTUAL LEARNING

At DAS, we ensure that virtual learning courses adhere to the same assessment and evaluation criteria as traditional classroom courses. Assessment tools are even more diversified; for instance, the school evaluates its fundamental procedures and systems to ensure that assessment, evaluation, and reporting of students' progress are valid and accurate in the remote learning setting.

Teachers employ procedures that:

- a. Are equal, open, and fair to all children.
- b. Ensure that all students, especially those with special needs, are supported.
- c. Are carefully prepared to align with IB programme standards and practices and, to the extent feasible, with students' interests, learning styles and preferences, needs, and experiences.
- d. Are explicitly explained to students and parents prior to the start of the remote learning session.
- e. Are continuous, varied, and administered to offer students with many chances to demonstrate the breadth of their learning.
- f. Give ongoing descriptive feedback that is clear, detailed, meaningful, and timely.
- g. Develop students' self-assessment abilities so they can evaluate their own learning, establish precise goals, and plan their next steps in learning.

4. TYPES OF ASSESSMENT IN ALL PROGRAMMES (PYP, MYP, DP, CP, AMERICAN DIPLOMA AND MASARAAT)

4.1 Formative Assessment

4.2 Common Formative Assessment

4.3 Summative Assessment

4.4 End-of-semester Exam

4.5 Standardized Assessment

4.6 School Approved Internal Assessments

4.1 FORMATIVE ASSESSMENT

Formative assessments are interwoven throughout daily learning and provide teachers and students with valuable, timely feedback on how well students understand and apply new concepts, skills, and knowledge. Formative assessments are also intended to inform teachers about the effectiveness of their practices by providing essential information regarding student mastery of skills. They help us decide which students need additional support and what support is required.

4.2 COMMON FORMATIVE ASSESSMENT

Common formative assessments are assessments created collaboratively by teachers through the use of subject standards and IB criterion. They play a vital role in the learning process for all PLC teams by providing timely information about student performance. Common formative assessments also provide PLC members with a platform to compare student results collaboratively. This practice allows the team to discuss the results, considering how each teacher approached the standards and what strategies were most effective. This discussion leads to intrinsic professional development and is connected directly to what the students and teachers require to advance. Common formative assessments also facilitate a systematic response for students who need additional support and modified instruction.

4.3 SUMMATIVE ASSESSMENT

Summative assessments take place at the middle and end of every unit of learning across disciplines. They give the students opportunities to demonstrate what they have learned according to the intended standards. Summative assessments may include any combination of the following: acquisition of data, synthesis of information, application of knowledge, and processes that address multiple learning styles. A summative assessment can be a pen-and-paper test or a performance assessment task.

4.4 END-OF SEMESTER EXAMS

There are final exams in every subject for grades (10-12) in Masarat and (11-12) in American Diploma at the end of each semester.



4.5 STANDARDIZED ASSESSMENT

Standardized assessments are used as a means to evaluate teaching and monitor student progress. They are part of the school's ongoing plan to improve teaching and learning. Standardized assessments are used for the following reasons:

- Inform teaching.
- Collect data to check for growth over time.
- Set SMART goals.
- Provide an opportunity for comparison with the global community.

The following standardized assessments are regularly administered at DAS in the Primary Years Programme (PYP) or the Middle Years Programme (MYP):

- MAP – Measures of Academic Progress (English and Math)
- ABT-Arabic Benchmark Test
- BAS- Arabic and English
- PSAT – Preparatory Scholastic Aptitude Test
- ISA Test – International Schools' Assessment

No standardized assessments are administered at DAS in the Career-related Programme (CP) and Diploma Programme (DP). However, the school supports students taking standardized assessments (Qudorat and Tahseli from the Ministry and SAT).

4.6 SCHOOL APPROVED INTERNAL ASSESSMENTS

In addition to the standardized assessments, DAS also uses centralized assessments that serve a similar purpose as the standardized assessments. These assessments are done internally, either by the teachers or the school's Research Unit. The following are school approved assessments:

- Arabic Developmental Reading Assessment
- Benchmark Assessment System (BAS)
- Developmental Assessment for KG

5. ASSESSMENT STRATEGIES- ALL PROGRAMMES

Teachers use a range of assessment strategies to document evidence of student learning. The strategies selected to assess student learning assess the inquiry process and the product created through the process. Teachers rely on several assessment strategies to collect data to create a balanced view of the student.

Assessment Strategy	Description
Observation	Students are observed regularly. This observation may be conducted collectively (whole class) or singularly (one student). Observation is particularly valuable when assessing attitudes or skills.
Open-ended tasks	Students are asked to produce an original response. The response could take many forms, such as a presentation, an essay, a diagram, or a solution to a problem.
Performance assessments	Performance assessments allow students to creatively demonstrate the learned skills and show their understanding in real-world contexts.
Process journals	Regular written personal statements by the students about key issues or important activities lead to an enhanced understanding of the concepts. This strategy is especially useful in personal and community projects.
Student self-evaluation	Students are given the opportunity to reflect upon their learning and to assess progress against predetermined criteria.
Peer assessment	Students who assess their peers can clarify their own thinking and understanding of the assessment criteria. The student being assessed can use this process to learn from peer feedback.
Written tests	Periodic examinations that check understanding.
Projects	Projects are a hands-on approach and allow the students to display their learning in a comprehensive manner. It is an effective tool to observe academic performance and work habits.

6. ASSESSMENT TOOLS- ALL PROGRAMMES:

- **Rubrics or MYP criteria:** An established set of criteria for rating students in all areas. The descriptors inform the assessor about which characteristics or signs to look for in students' work and how to rate that work on a predetermined scale. Rubrics may be developed by students as well as by teachers.
- **Checklists:** A list of criteria against which students are assessed (e.g., information, data, attributes, or elements that should be present).
- **Exemplars:** Samples of students' work that serve as models against which other student work is judged. The exemplars should be reviewed by teachers and updated regularly based on changes to the curriculum.
- **Anecdotal records:** Anecdotal records are brief written notes based on observations of students. "Learning stories" are focused, extended observations that can be analyzed later. These records need to be systematically compiled and organized.

7. INTERNAL MODERATION- ALL PROGRAMMES:

Moderation is an important step that must be taken to create a shared understanding of the criteria used to assess students' work with the goal of creating an environment of rigor and trust.

7.1 THE RATIONALE FOR MODERATION:

⦿ At DAS, we believe that moderation:

- Ensures professional respect and integrity for all participants through regulated discussion.
- Enriches understanding of the learning target/performance expectation (criteria) and achievement levels.
- Leads to open communication and an increase in trust amongst students and educators.
- Maintains the focus of discussion on student evidence and the achievement levels.
- Ensures achievement feedback and the assigned grades for students are fair, consistent, valid,

and defensible.

- Ensures objectivity when grading assessments.
- Controls human error as a result of unintended bias or the environment.

7.2 ESSENTIAL AGREEMENTS FOR MODERATION:

⊗ Agreeing on grade level expectations:

- Performance expectations and standards match grade level expectations.
- The assessment must be rigorous.

⊗ Agreeing on guidelines:

- Assessment criteria specific to the assessment must be clarified before the test day.
- The maximum time for the assessment should not exceed 80 minutes.

⊗ Norms and consensus must be defined before beginning to assess student work:

- A consensus must be established about scores.
- Mastery of standards must be agreed upon.
- The process must be active and participatory.
- Participants must be given respect.

7.3 THE PROCESS OF MODERATION:

⊗ Before:

- Complete the assessment together and create a collaborative answer scheme.
- Provide multiple copies of student work.
- Locate a space to disseminate student work and resources.
- Decide on a leader to facilitate the process.
- Teachers bring two samples from three levels of students – low, average, and high performing students.

⊗ During:

- Each teacher marks the work of the same student separately – blind scoring.
- Once the papers are marked, teachers discuss sections or questions of the assessment to understand similarities and differences.

- Sections or questions where the teachers differed are discussed.
- Teachers compare the criteria description to student responses and try to minimize differences as much as possible.

7.4 THE TIMEFRAME FOR MODERATION:

Moderation will be conducted:

- Before submitting each summative assessment back to students.
- During subject group PLC meetings.
- Every alternate month between common formative assessments and summative assessments.

8. ASSESSMENT CALENDAR- ALL PROGRAMMES

Keeping in mind the need to plan assessments in advance, the teachers create an assessment calendar at the beginning of the semester which is published to the whole school community on the school website.

The dates are set such that there are no more than two summative assessments on one day of the week. The schedule of final exams is created and shared with the school community well in advance. These dates are followed almost 90% of the time except when there is a need to alter them (rain days, any other emergencies etc.). It is strictly borne in mind that changing the dates of one subject affects the administration of assessments of other subjects and hence all teachers are encouraged to adhere to the scheduled dates. Formative assessments, however, are done on a routine basis.

9. SPECIAL ASSESSMENT BY PROGRAMME

9.1 PRIMARY YEARS PROGRAMME (PYP)

9.1.1 ASSESSMENT OF THE ESSENTIAL ELEMENTS OF THE PYP:

The essential elements of the PYP are assessed through the units of inquiry and are recorded on the planner of each unit:

- **Knowledge:** Assessment of the knowledge learned in each unit through summative assessments, which demonstrate an understanding of the central idea.

- **Skills, concepts, and the IB Learner Profile:** Each unit provides an opportunity for students to demonstrate their understanding and mastery of different skills, concepts, and attributes of the IB Learner Profile. Reflection on the growth in these areas is recorded on the planners and self-assessments, which students complete at the end of each unit of study.
- **Action:** Students' actions that are initiated beyond the scope of the unit are recorded on the planner.

9.1.2 PORTFOLIOS:

Student portfolios are used to collect information and assess student progress. They allow teachers to track student performance in academic skills, knowledge development, conceptual understanding, transdisciplinary skills, and the IB Learner Profile attributes. Student portfolios demonstrate achievement made in critical thinking and creativity and include the student's reflections on their work. They allow students to identify their areas of strength and improvement and become participants in their learning. Student portfolios provide evidence of learning, including a range of curriculums, and are a valuable tool for assessment and reporting purposes. Student portfolios are also used in student-led conferences to share their progress and achievement with their parents.

9.1.3 PYP EXHIBITION:

The PYP exhibition takes place at the end of Grade 5. It requires students to demonstrate their learning throughout the Primary Years Programme. It is an opportunity for students to highlight how they apply their knowledge in unfamiliar situations and is a valuable tool for assessing student learning throughout our programme.

9.2 MIDDLE YEARS PROGRAMME –MYP

🌀 **MYP projects- Community Project and Personal Project (MYP years 3 and 5):**

The mission of DAS is deeply rooted in students making a positive difference both locally and globally. The vision of the school is driven by sustainability and social responsibility. Community projects and personal projects are essential mechanisms for our students to give back to their communities with their expressions of service that contribute to the daily lives of the members of their community. We view them as unique opportunities to evaluate students' holistic learning coherently and organically.

9.2.1 MYP EASSESSMENT (MYP 5):

These are on-screen assessments and a portfolio (for some subjects) done by MYP 5 student only. Students may choose to attempt one or more of the school subjects. These are marked by external examiners and allow the students and teachers to assess the quality of MYP education in years 1 to 5.

9.2.2 CRITERION-REFERENCED ASSESSMENT IN THE MYP:

The MYP assessment model is a criterion-referenced model with predetermined criteria that all students are familiar with. MYP identifies a set of objectives for each subject group. The level of student success in reaching the objectives of each subject group is measured in terms of the levels of achievement described in each assessment criterion.

MYP assessments are conducted internally using the MYP objectives and aligned assessment criteria for each subject. Teachers create tasks and assignments in light of the IB criteria to help students reach their objectives.

In the MYP, each student's performance is measured against predetermined criteria for each subject. The MYP's goal is to increase each student's depth of knowledge in all the subject areas by having both teachers and students engage actively in assessing the learning process.

As the MYP assessments are criterion-based, our assessment practices during PLC team meetings play a vital role in creating a shared understanding of the criteria and how they are assessed. This process builds unanimity and provides the teachers with the support they need throughout the implementation process.

Criteria					
MYP Subjects	Assessment of	A	B	C	D
	Language and Literature (Arabic)	Analyzing	Organizing	Producing text	Using language
	Language and Literature (English)	Analyzing	Organizing	Producing text	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 impact of science
	Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics to real-world contexts
	Arts	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
	Community Projects	Investigating	Planning	Taking action	Reflecting
	Personal Projects	Planning	Applying skills	Reflecting	
	Interdisciplinary Unit	Evaluating	Synthesizing	Reflecting	

9.2.3 MYP ASSESSMENT AGREEMENTS:

- Work is assessed according to the MYP assessment criteria prescribed for each subject.
- Work assessed outside of the final grade serves as a check for students and teachers to inform further learning.
- Students must be knowledgeable of the criteria and how they are applied.
- Feedback is given by describing the achievement level on the task-specific rubric.
- Assessed work is returned with the rubric for clear communication of achievement results.
- In all subject groups, the MYP published assessment criteria of MYP Year 3 and 5 will be used in the assessment in MYP Year 2 and 4, respectively.
- Each subject criterion group is assessed at least twice during the year.
- At the end of the year, the teacher, through their professional judgment, determines the level that best describes the student's achievement. The sum of these achievement levels is converted to a numerical grade using the grade boundaries published by the MYP coordinator.
- Both the numerical grade and the levels for each criterion are communicated on the report card at the end of each semester.

9.2.4 MYP CRITERION-BASED ACHIEVEMENT LEVELS:

Each subject has up to four IB criteria displayed as A, B, C, and D on the report card. Below is an example of the IB MYP rubric for Year 5, individuals and Societies, Subject group.

Individuals and Societies

LEVEL 5	Student Name: _____	Social Studies	
	Subject Teacher: <i>Choose Teacher</i>		
Criteria	Maximum Level	Semester	
		1	2
A Knowing and understanding Students are able to use a range of terminology in context; demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.	8		
B Investigating Students are able to formulate / choose a clear and focused research question, explaining its relevance, formulate and follow an action plan to investigate a research question, use methods to collect and record relevant information, evaluate the process and results of the investigation, with guidance.	8		
C Communicating Students are able to communicate information and ideas in a way that is appropriate for the audience and purpose, structure information and ideas according to the task instructions, create a reference list and cite sources of information.	8		
D Thinking critically Students are able to analyse concepts, issues, models, visual representation and/or theories; summarize information to make valid, well-supported arguments; analyse a range of sources / data in terms of origin and purpose, recognizing value and limitations; recognize different perspectives and explain their implications.	8		

Students receive grades from (0-8) to indicate the level of the student's achievement in each of these four criteria. Each criterion is assessed at least twice by the end of the second semester and the grade displayed is the best-fit grade for the student's achievement.

9.2.5 IB MYP GENERAL GRADE DESCRIPTORS:

At the end of the academic year, teachers add the achievement levels of each subject in all four criteria (0-8) based on consistent student performance. A final grade (1 to 7) is then assigned for the subject using the below conversion chart.

Students are graded using the following criteria based on different subjects:

Grade	Boundary guidelines	Descriptor
1	1-5	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.
2	6-9	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.
3	10-14	Produces work of acceptable quality. Communicates a basic understanding of many concepts and contexts, with occasional 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.
4	15-18	Produces good-quality work. Communicates a 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.
5	19-23	Produces generally high-quality work. Communicates a 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.
6	24-27	Produces high-quality, occasionally innovative work. Communicates an 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.
7	28-32	Produces high-quality, frequently innovative work. Communicates a 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.

10. DIPLOMA PROGRAMME (DP) and CAREER- RELATED PROGRAMME (CP):

The nature of assessment varies according to the subject, but the general pattern is as follows:

1. Personal research work: All students must give evidence of their ability to carry out independent work in the form of an extended essay of about 4,000 words in one of the main six subject areas. This essay is assessed by an external examiner but must be accompanied by a report from the EE supervisor/ EE coordinator.
2. Reflective Project: 50 hours of the students' CP course. The reflective project focuses on an ethical dilemma of an issue directly linked to the student's career-related study.
3. Guided coursework in some subjects: This work is internally assessed by the subject teacher/ academic coach and is externally moderated by the IBO.
4. Internal assessment for the Theory of Knowledge, and all other subjects: This may take the form of guided coursework, project work, fieldwork, and/or laboratory work. All internal assessment is subject to external moderation.

All internally assessed and externally assessed but internally completed work (Extended Essay, TOK essay, Language A HL written assignment) are planned at the beginning of each IB year and is used consistently throughout the two-year period. Appropriate internal assessment timelines are established by the IB DP Coordinator in cooperation with the subject teachers, about which the IB students and their parents are informed by the end of the first month of the IB DP course. IB internal assessments allow teachers to assess some of the students' work during the IB course. Examples include English individual oral commentary, language presentations, historical investigations, laboratory reports, and math projects. Our teachers mark the internal assessments and this grade counts as a percentage of the student's overall final IB score. The marks for the internal assessments are submitted to the International Baccalaureate Organization (IBO), along with a representative sample of the work marked by the DAS teacher. This sample is then sent to an IB moderator who evaluates how the teacher has applied the IB grading rubric. IBO may then adjust the marks of the assignment up or down if the teacher's marking is deemed too strict or too lenient. Internal assessments provide students with opportunities to show mastery of skills outside of other final culminating assessment tasks. Students receive significant instruction and practice throughout their courses in order to effectively prepare for these challenging tasks.

When more than one teacher is involved in a subject group for a single year group, moderation of internal assessment is carried out at the beginning of each school year with a view to providing a common system for the application of the assessment criteria.

In each IB subject, teachers are given a very specific list of criteria to assess and guidelines about how to mark each criterion. The criteria for achievement are clearly communicated to students well in advance of the internal assessments. IB assessments are graded on a scale of 1 (low) to 7 (high).

10.1 EXTERNAL ASSESSMENT

Appropriate external assessment timelines for tasks completed during the course are established by the IB DP Coordinator in cooperation with the subject teachers, about which the IB students and their parents are informed by the end of the first month of the IB DP course.

The school complies with the IB regulations and procedures for the conduct of all forms of assessments and exams for the DP.

IB external assessments are assessments that are completed by students at DAS, overseen by our teachers and marked by external IB examiners. Final examinations are the main means of external assessment, but work such as Extended Essay, written assignment papers, and TOK essays are also externally assessed.

DAS students take IB examinations in May. The dates for IB examinations are set by the IBO and given to students a year in advance of their exams. IB exams are conducted in strict accordance with IBO regulations. IB external assessments typically make up about 70% of the students' final course grades, but the exact number varies from course to course.

Students are familiarized with the assessment criteria applying to the externally assessed work that is part of the final diploma grade in each subject and the Extended Essay.

10.2 THEORY OF KNOWLEDGE-DP

Theory of knowledge (TOK) is assessed through an exhibition and a 1,600-word essay. Students have the chance to investigate and consider the nature of knowledge and the process of knowing during the TOK course. It is a fundamental component of the DP to which schools must dedicate at least 100 hours of instructional time.

10.3 EXTENDED ESSAY-DP

The extended essay is an independent, self-directed piece of research, finishing with a 4,000-word paper. The extended essay entails a thorough examination of a particular subject that has been narrowed down from the list of Diploma Programme topics that are offered during the given session. For students pursuing the IB diploma, this is typically one of their six selected subjects or a subject they have prior knowledge of.

The TOK/EE Points Matrix

The grades that a student is awarded for TOK, and the EE are used to calculate how many core points are added to their points total from their six subjects using the matrix below. Three points in total are available and achieving an E in either component results in the Diploma not being awarded.

		Theory of Knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No Grade N
Extended Essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No Grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

10.4 CAS (CREATIVITY, ACTION, AND SERVICE)-DP

Creativity, activity, and service (CAS) is one of the three essential elements that every student must complete as part of the Diploma Programme (DP).

Studied throughout the Diploma Programme, CAS involves students in a range of activities alongside their academic studies. It is not formally assessed. However, students reflect on their CAS experiences as part of the DP and provide evidence of achieving the seven learning outcomes for CAS.

As evidence of their involvement with CAS, all CAS students are expected to maintain and complete a CAS portfolio. The CAS portfolio is a collection of evidence that highlights CAS experiences and student reflections; it is not formally evaluated.

10.5 REFLECTIVE PROJECT-CP

The reflective project constitutes of 50 hours of the students CP course. The reflective project focuses on an ethical dilemma of an issue directly linked to the student's career-related study. Assessment of the reflective project is conducted by the school. IB then selects a sample for the school to send to an external moderator for confirmation of the school's marks. At the end of the reflection project, students must submit either a 3000-word essay or a combination of a 1500–2000-word essay accompanied by an additional format including film, oral presentation, interview, play or display.

10.6 IB DP GENERAL GRADE DESCRIPTORS

The IB Diploma Programme scoring is a numerical system (7-1), as seen below.

IB Score	IB DP Descriptors
7	The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation, and technical skills are evident, as is the ability to analyze, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.
6	The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation, and technical skills are evident, as is the ability to analyze, evaluate and synthesize evidence, knowledge and concepts. In collaborative exercises, the student works well with others,

ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.

5 The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation, and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding.

4 The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation, and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly but requires supervision. Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity and include some awareness of audience and evidence of intercultural understanding.

3 The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/ or investigation is evident but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly but require close supervision. Responses are only sometimes valid and appropriately detailed. There are some expressions of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.

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|---|--|
| 2 | The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There are some attempts to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding. |
|---|--|
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|---|---|
| 1 | The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. The ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding. |
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© International Baccalaureate Organization 2015, Diploma Programme Grade Descriptors

10.7 GRADE BOUNDARIES:

The grade boundaries are the percentage scores that you need to attain in the assessments collectively to achieve a specific level out of 7. They will vary from subject to subject and get adjusted every year since IB grades are on a curve (a student is graded in comparison to how everyone else did, and not in comparison to the maximum grade). Thus, grade boundaries are used as guidance, and they are not absolute.

Over the course of two years, the grade boundaries will gradually taper in terms of difficulty levels and syllabus covered until the point in time when examination is conducted. This will ensure getting closer to an accurate picture of students' performance.

10.8 PREDICTED GRADES

The Predicted Grade (PG) is the teacher's estimation of the candidate's expected grade in the topic, based on the candidate's work samples and the teacher's understanding of the IB standards.

- The student's predicted grade will be determined by the internal assessments and mock exam.
- The teacher will provide an accurate predicted grade based on the student's performance at the point when the grade is requested.

- Since this is only a predicted grade, students need to be aware that these grades are bound to change based on the student's final performances.
- Predicted grades are used by universities as a means of assessing an applicant's suitability and as a foundation for conditional offers; and by the IBO in grade award meetings when taking into account the performance of individual candidates and the grade distributions for a topic.
- Predicted grades are also used by the IBO as a basis for reviewing student work if the actual grade differs considerably from the expected grade.

10.9 MOCK EXAMS

- In Term 2, Grade 12 DP and CP students take comprehensive mock tests for the DP subjects they are studying.
- Depending on the material covered, these exams are as comparable to the final IB exams.
- They will be graded accordingly, and the IB's stated grade ranges will be revised to reflect the academic content studied.
- These are the last full internal examinations and directly impact the PGs for the IB.

11. AMERICAN DIPLOMA (GRADES 11-12)

1. DAS aims to maintain regular communication with parents to provide a clear understanding of their child's progress. For this purpose, it offers two kinds of reporting systems – ongoing and end of the semester.
2. The purpose of the ongoing reporting system is to provide consistent feedback on student performance. It impacts the planning and actions of the teachers, students, and parents. Teachers are required to record grades online every semester and yearly on PowerSchool. This information is generated based on the grades for the summative assessments assigned by the teacher for each unit. Powerschool can also be viewed at any time by the student, student counselor, academic coaches, principal, and Vice Presidents of Academic Affairs .
3. At the end of each semester, reports will be sent to the families by email. Parents are responsible for following up on their children's progress directly through PowerSchool.

4. Each course must include a minimum of 2 grades per semester from the approved summative assessments, including the end-of-semester exam if one is to be included.

11.1 ELEMENTS THAT ARE TO BE INCLUDED OR EXCLUDED AS COMPONENTS OF THE FINAL GRADE:

A number of assessments will be considered and sanctioned to be included or excluded in the final grade. Each subject should include a minimum of two summative assessments per semester. The weights (from 100) for each summative assessment must be determined and shared with students. Results of the assessments are provided in percentages and recorded in the electronic grade book along with their weight. Students and parents can view the grades online within two weeks once the assessment is completed. Only the work completed in the classroom under the teacher's supervision can be counted in the final grade.

11.2 DESIGN AND WEIGHT OF END-OF-SEMESTER EXAM:

Some courses require end-of-semester evaluations, and others do not. The weight for the semester examinations must be between 0% and 20%. The weight value must be agreed upon in writing between the teachers and academic coaches.

When final examinations are used, they are given in the standard classroom setting, unless virtual learning is in effect. The school might decide to provide all final exams according to the regular school schedule or assign exams during an examination period. In the latter setting, less than five days might be appropriate according to the number of courses that require end-of-term examinations.

Guidelines in deciding on the inclusion of end-of-term evaluations:

1. **English and Arabic:** Should not include an end-of-semester exam. However, assessments conducted during the semester should focus on skill development using well-designed performance tasks. They should assess vocabulary items, reading fluency, and three kinds of comprehension: direct, inferential, critical. They should also require students to analyze texts and write an essay that shows higher-order thinking on the enduring understandings taught throughout the class.
2. **Religion:** May or may not include an end-of-semester exam. If there is one, it should focus on process skills and their application and meaningful knowledge through a well-designed

performance task. It should also include an assessment of agreed-upon vocabulary.

3. **Social Studies:** May or may not include an end-of-semester exam. It should focus on process skills and meaningful knowledge associated with the enduring understandings taught throughout the units, if there is one. It should also include an assessment of agreed-upon vocabulary.
4. **Sciences:** May or may not include an end-of-semester exam. If there is one, it should focus on applying knowledge and skills in authentic problems/situations. It should also include an assessment of agreed-upon vocabulary.
5. **Math:** Should include an end-of-semester exam focusing on applying knowledge and procedures to solve real-world problems. It should also include an assessment of agreed-upon vocabulary.
6. **Computer, Design, Physical Education, Art:** Should not include an end-of- semester exam.
7. **Electives:** Should not include an end-of-semester exam.

11.3 HOW FINAL GRADES ARE GIVEN FOR EACH SUBJECT:

Before the beginning of the academic year, Academic coaches and teachers decide on the units for each course and agree on the weight for each assessment. The combined weight of all the units plus the final assessment weight (if there is one) should equal 90%.

In order to represent the performance of a student for a particular course, the following sequence of steps will be taken:

1. Decide the relative weight of each unit and of the end-of-term assessment (if there is one).
2. Add together all the grades for the assessments that the student took.
3. The final grade for the subject (from 100) is the sum in (2) above (out of 90), plus the total number of points out of 10 for classwork and homework.

12. MASARAT PROGRAMME (GRADES 10-12)

Grades issued for students in the Masarat programme are similar to those described above for DAS students in the American Diploma programme. However, they must also align rules and guidelines prescribed by the Ministry of Education and are subject to any modifications to these policies. Therefore, the school's policy will be determined by updates from the Ministry on this matter.

13. RECORDING AND REPORTING TO PARENTS AND STUDENTS- ALL PROGRAMMES

1. Grades are entered and communicated electronically through Powerschool.
2. Give enough information about student performance to be useful but be concise enough to be practical.
3. Reflect student performance on DAS standards, benchmarks, and grade-level expectations.
4. Show all instructions and categories in both English and Arabic on the same page.
5. Provide two types of information on the same page: achievement results and Approaches to Learning (ATL) skills.
6. Reports are published twice a year. The report identifies the stage the student has reached in relation to the outcomes and criteria for each subject.

13.1 PYP REPORT CARDS:

Students receive a letter-based grade for their efforts in every subject. This grade is given by each teacher based on the student's behavior and work habits in each subject. The students are also evaluated on the ATL skills each semester. The grade is agreed upon by all concerned teachers. Every quarter DAS has a reporting period. It consists of an achievement score based on a scale of 1-7 and an "effort score" based on letters. This information provides parents with a complete picture of their child's performance in their subjects and units of inquiry. The report card also includes all standards and skills that were taught during the reporting period. A similar report card consolidating a student's performance for the entire semester is sent to the parents twice a year.

13.2 MYP RECORDING AND REPORTING:

Reports to parents include achievement, behavior, and work habits, all written on the same page with a clear relationship to each subject to ensure that parents review this information. The report on students' behavior and work habits will be prepared by each teacher individually based on what has been observed in the classroom for each subject separately. Items to be included in this report include at least the following: homework, behavior, participation, attendance, punctuality in attending class, punctuality in handing in work, and related matters. The purpose will be for the parents to see what habits and

behaviors are affecting – positively or negatively – the achievement grade in that class.

Several supplementary reports are attached to the preliminary report on specific fields that will be filled out directly by the teachers involved. Such reports will include health and fitness information to be filled out by P.E. teachers and other activities that may be added in the future. Parents will be informed about what clubs and Service as Action their children have joined.

All criteria and all strands will be evaluated two or four times by the end of the school year. At the end of the first semester, not all criteria or criteria strands will have been evaluated. The first semester report may not show the best fit scores for all criteria per some subjects.

The best fit method will be used at the end of the second term to determine the student's grade. The best-fit method is determined by the teacher using evidence from the students' summative assessments as well as their own professional judgement, in order to determine the descriptor that best fits the students' ability.

13.3 DP/CP RECORDING AND REPORTING:

IB teachers record and report assessment using a secure online grade book, PowerSchool, that is accessible to students and parents at all times. The report reflects the student's ability at that point in time to apply for the latest available May exam session grade boundaries published by the IB.

The school will report scores that reflect the student's ability across the whole course.

IB course evaluation and student achievement is communicated throughout the academic year via a variety of methods. IB course curriculum outcomes and assessment practices are communicated through course descriptions provided to students. At the start of the school year, parents are informed about course outcomes and assessment practices at the open house. IB course grades, based on school-based assessments, are reported to students and their parents on an ongoing basis through the use of PowerSchool. Report cards are distributed to students and parents once a semester.

These report cards provide IB students with a percentage grade and an IB grade of 1 to 7 for each IB course as well as a grade for any school courses the student is enrolled in.

Marks in IB courses are reported using the International Baccalaureate 1 - 7. The 1-7 marks are based on the IB standardized criteria on levels of achievement in each course.

The final IB scores, received in July of senior year, are based on the IB internal and external assessments, not on school-based assessments. Students are notified of their final IB marks in early July through access to a secure IB website.

For further details on reporting, please refer to the DAS report card.

14. CONFERENCES

14.1 TEACHER/PARENT CONFERENCES- ALL PROGRAMMES:

Parent conferences are formal reporting sessions between the parent and the teacher, which occur twice in an academic year in which each parent is given a 10- minute slot with individual teachers to discuss the student's progress.

They are used to discuss the student's progress and share sample work they have done. Any plans for improvement between the parent and the teacher regarding the student are recorded. If needed, follow-up meetings are requested either from the parents or the teachers on an individual basis via email, phone, or face-to-face meetings.

14.2 PYP STUDENT-LED CONFERENCES:

These are conferences between the parents and the students. Students are involved in choosing what is shared with the parent. Students address all five components of the IB programme. Parents greet the teachers and go around the room throughout the conference.

14.3 TEACHER/STUDENT CONFERENCES- MYP:

These take place formally or informally in the classroom during lessons. They take place to provide specific feedback to the students based on their needs.

15. STUDENT ABSENCE FROM SUMMATIVE ASSESSMENTS

Students are expected to be present and punctual for their summative assessments except in the extreme cases listed below. Since all assessments used to determine a final grade must be completed inside the classroom (unless virtual learning is in effect), students must attend each summative assessment for each class. At the beginning of each academic year, the principal will announce a schedule outside regular

school hours for students who have missed any summative assessments to complete the evaluation requirements. These opportunities will be offered according to the following restrictions:

- a. This policy applies equally to students in the PYP, MYP, American Diploma, and Masarat programmes and IB DP/CP programme.
- b. The make-up assessment will feature the same difficulty level as the original assessment and be conducted using the same time limits.
- c. The absent student is responsible for completing the form for make-up tests and having it signed by the parent and returned to the proctor of their educational programme.
- d. If the student is absent for one of the reasons listed below, they have the right to complete a make-up assessment. Otherwise, they do not have the privilege. Only the following student absences can be excused:
 - Absence to take official tests like SAT, TOEFL, Qudurat, Tahseeli, or other exams approved by DAS, or absence to participate in a competition or event which the school has approved (see the Policy for Participating in External Events) if the student informs the proctor at least three days ahead of time and provides official proof of the test or event; however, during the final exam period, none of these permissions apply, and the student is expected to attend final exams at the scheduled time.
 - Any absence occurring from an accident or an illness that begins at school is recorded and verified in an official report by the school nurse for one day only. If the absence is for more than one day, the school nurse's report must be supported by an external medical report.
 - Absence due to a car accident must be verified by the police on the same day.
 - Absence for which the student provides an official medical report within one week (five working days) of returning to school.
 - Absence for three to five working days because of a death in the immediate family.
 - Absence is verified by official papers requiring the student to visit court or a governmental agency that has specified a particular appointment that requires absence from school.
- e. If the student is absent for the make-up assessment for a reason not mentioned in the list above, they will not be permitted to take a make-up assessment, regardless of the cause. In this case, they will receive a zero for that assessment.
- f. One scheduled make-up opportunity could be used for more than one summative assessment if the student was absent for an entire day in which more than one such assessment was given.
- g. If the student is late for the make-up assessment, they may be admitted with the following conditions:
 1. No student who is taking the same assessment has already left the room.
 2. The late student is not given any additional time to complete the assessment

and must leave at the time already scheduled.

- h. A student who has an excellent record of attendance and punctuality (absence, lateness to classes, and partial absence during the day for appointments) can be given special consideration once a year in the case of a documented emergency absence, which is outside the list of six acceptable excuses. The principals will keep records to show these cases for each student and the school as a whole.
- i. Not being aware of the rules is never an acceptable excuse.

15.1 PASSING AND FAILING

15.1.1 PYP

Please refer to the Underachieving Students' Policy.

15.1.2 MYP

The MYP final report card is graded from (1-7). MYP students may not continue in our school in any of the following cases:

- a. Scoring a 2 or less in any subject at the end of the year.
- b. Scoring a 3 in any two subjects each year over a 2-year period. Subjects may or may not be the same at the end of the 2 years.
- c. Scoring a 4 in four or more subjects each year over a 2-year period. Subjects may or may not be the same at the end of the 2 years.

15.1.3 IB DP DIPLOMA EARNED

All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma. The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- d. CAS requirements are met.
- e. The candidate has earned at least 24 points.
- f. An N is not awarded for TOK, EE or any subject (HL/SL).
- g. A grade E is not awarded for one or both TOK/EE.

- h. There is no grade 1 awarded in any subject.
- i. Grade 2 has not been awarded three or more times in any subject (HL or SL).
- j. Grade 3 or below has not been awarded four or more times in any subject (HL or SL).
- k. The candidate has earned at least 12 points in HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- l. The candidate has gained at least 9 points on SL subjects (for candidates who register for two SL subjects, they must gain at least 5 points at SL).
- m. The final award committee has not judged the candidate to be guilty of academic misconduct.
- n. An IB Diploma candidate who fails to meet the requirements for the IB Diploma will be awarded course results for individual DP subjects and will earn the American Diploma as long as the above-stated criteria are met.

16. IB CP Diploma Earned

In addition to providing evidence of the five learning objectives, students must successfully complete all components of language development, service learning, and the reflective project during the two years in the Career-related Programme.

Learning Objectives: The five learning objectives include:

LO 1 Personal Development

LO 2 Thinking Processes

LO 3 Intercultural Understanding

LO 4 Effective Communication

LO 5 Applied Ethics

To be awarded the CP Certificate, students must:

- Complete all components of the CP core to a satisfactory level.
- Complete all components of the Personal & Professional Skills course Years 1 & 2 to a satisfactory level.
- Complete all components of language development, service learning, and reflective project.
- Earn a minimum score of 3 in at least two IB Diploma Programme (DP) courses attempted.
- Complete a two-year career-related study to a satisfactory level.

16.1 INDIVIDUAL COURSE RESULTS

All DP and CP students, including IB DP course candidates, are awarded individual course results (subject certificates) with a mark from 1 (lowest) to 7 (highest) for each subject taken.

17. AMERICAN DIPLOMA PROGRAMME (GRADES 11-12) ONLY

If a student does not achieve 60% or more on a course in the first semester, they are allowed to be reassessed on all units of that course/subject within the first two weeks of the second semester. In this case, all academic grades taken for that course during the first semester will be replaced by the grade earned on the reassessment, thus representing 90% of the grade. Added to this are the grades earned for homework and classwork, representing 10% of the grade. All retests will be at the same level of difficulty as the original.

If the student does not pass the reassessment of the first semester course, they may not take any course that follows in the second semester for which the course in the first semester was a pre-requisite.

The student may be allowed to be reassessed either two weeks after the end of the second semester or in the preparation period before the new academic year begins. The choice is to be made by the school administration only. In this case, as in reassessments after the first semester, all the academic grades taken for that course during the second semester are deleted and replaced by the grade earned on the reassessment, thus representing 90% of the grade. Added to this sum are the grades earned for homework and classwork, representing 10% of the grade. All retests will be at the same level of difficulty and equal time as the original ones.

If a student from grade 11 has failed one or more courses (per semester) and does not pass the reassessments, s/he must transfer to another school. In the case of twelfth graders, if a student does not pass a course, their case will be studied by a special committee that decides whether they can repeat the course the following school year or move to another school.

18. MASARAT (GRADES 10-12) AND AMERICAN DIPLOMA (11-12)

The minimum passing grade for any subject is 60% for the Diploma programme and 50% for Masarat.

It is not acceptable for a student who has failed a course to be reassessed at any other school and then return to DAS based on that assessment.

In the case that 20% or more of the students in a section get 70% or less on a given test or summative task, the teacher and academic coach together can choose (or not choose) to create a written action plan for reassessment AFTER evidence is presented that the student has undertaken steps to learn the material being tested. As a general rule, however, no retesting will be permitted without the following:

- The signature of the parent/s on the original evaluation and the action plan, and
- Clear written evidence that the student/s have fulfilled the action plan either independently or with the teacher's help.

If the teacher and academic coach agree to a retest, it will be obligatory for students who scored below 70% and optional for the others. If a student decides to take the retest, the first grade will be canceled, and the retest grade will be recorded even if it is lower than the original grade.

19. HOMEWORK

Homework is designed to enhance learning and achievement. It is highly recommended that students spend some time each night working on each of their subjects. The amount of time will vary depending on course workloads at different times in the semester and the nature of the homework tasks. Mostly each subject teacher is expected to assign HW three times a week for about 20-25 minutes each time.

20. TRAINING OF IB DP TEACHER

All DP teachers at Dhahran Ahliyya School attend specialized IB workshops that provide training in the instruction and assessment of IB courses. Copies of previous IB exams, mark schemes, and annual IB

subject reports are provided to teachers to guide their instruction. IB teachers consult IB subject guidelines and use the IB Programme Resource Centre to share best practices with other IB teachers from around the world. Teachers of common IB subjects collaborate on internal assessments, as well as moderate their work to ensure consistency of application of the IB rubrics. They use the PLC time to discuss among their colleagues' best practices in teaching and assessment.

21. INTEGRATION OF IB POLICIES

Academic integrity is strictly enforced following the guidelines set forth in the DAS IB Academic Integrity Policy. Students with identified learning needs will receive support and accommodation based on their individual needs and guided by the DAS IB Inclusion Policy and Language Policies. Also, the Admission Policy is considered well while admitting students into the school.

22. ASSESSMENT POLICY ON THE USE OF AI:

Purpose:

The purpose of this policy is to provide clear guidelines on the acceptable use of artificial intelligence (AI) tools in Dhahran Ahliyya Schools student outcomes. This policy aims to promote academic integrity, critical thinking, and originality while allowing students to leverage technology use responsibly.

Scope:

This policy applies to all students enrolled in the International Baccalaureate (IB) programme, American Diploma Programme, and the national Masarat Programme at Dhahran Ahliyya Schools, including all forms of assessments but not limited to written assignments, presentations, and research projects.

Definitions:

- Artificial Intelligence (AI): Refers to any software or tool that uses algorithms to perform tasks that typically require human intelligence, including but not limited to text generation (e.g., ChatGPT), data analysis (e.g., Excel with AI features), and language translation (e.g., Google Translate).

- **Original Work:** Any assignment, report, or research paper that is created by the student without unauthorized assistance, reflecting their own understanding and analysis of the subject matter.

22.1 GUIDELINES FOR USE OF AI (PERMISSIBLE USE):

⦿ **Brainstorming Ideas:**

Students can use AI tools to generate ideas for topics or themes. For example, a student might input a prompt into an AI tool to receive a list of potential research questions for a history project.

⦿ **Generating Outlines:**

AI can assist in creating structured outlines. For instance, a student could ask an AI tool to help outline a persuasive essay on climate change, which they would then expand upon with their own research and arguments.

⦿ **Enhancing Writing Quality:**

Students may use AI for grammar checking and style suggestions. For example, after drafting an essay, a student could run it through an AI grammar checker to identify and correct errors, ensuring the final submission is polished.

⦿ **Data Analysis and Visualization:**

Students can use AI tools to analyze data sets and create visual representations. For example, a student conducting a science experiment could use AI software to analyze their results and generate graphs, provided they understand the data and can explain the findings.

⦿ **Prohibited Use: Submitting AI-Generated Work:**

Students must not submit work that is entirely generated by AI without proper attribution. For example, if a student uses an AI tool to write an entire research paper, they cannot submit it as their own work.

⦿ **Misrepresentation of Understanding:**

Using AI to complete assignments in a manner that misrepresents the student's understanding or effort is strictly prohibited. For instance, if a student uses AI to generate a complex analysis of a literary text but cannot discuss the themes or characters in class, this would be a violation.

⦿ **Circumventing the Learning Process:**

Students are not allowed to use AI tools to bypass the learning process. For example, using AI to generate answers for a math assignment without understanding the underlying concepts or processes would be considered unethical.

22.2 ATTRIBUTION AND TRANSPARENCY (DISCLOSURE OF AI USE):

Statement of AI Usage: A statement of AI usage should be included in the assignment submission, detailing the extent and nature of the assistance received from AI. For instance, “I used ChatGPT to help brainstorm ideas for my essay on renewable energy and to generate an outline.”

22.3 ASSESSMENT CRITERIA (ORIGINALITY AND CRITICAL THINKING):

Assignments will be assessed based on originality, critical thinking, and the student’s ability to articulate their understanding of the subject matter. For example, a student who uses AI to generate ideas but then develops a unique argument and perspective will be rewarded for their originality.

Understanding and Explanation: Work that demonstrates a clear understanding of the topic, regardless of the use of AI tools, will be rewarded. However, reliance on AI without proper understanding will be penalized. For instance, if a student uses AI to generate a report but cannot explain the key concepts during a presentation, this may result in a lower grade.

22.4 ACADEMIC INTEGRITY (ADHERENCE TO ACADEMIC INTEGRITY PRINCIPLES):

All students are expected to adhere to the principles of academic integrity as outlined in the school’s Academic Integrity Policy which is tied to any guidelines from any educational track accredited in school. This includes avoiding plagiarism and ensuring that all work submitted is their own.

Consequences for Violations: Violations of this policy, including plagiarism or misrepresentation of work, will result in disciplinary action as per the school’s academic integrity guidelines. For example, a student found to have submitted an AI-generated paper without attribution may face consequences ranging from a failing grade on the assignment to more severe disciplinary measures.

22.5 EDUCATION AND SUPPORT (RESOURCES AND TRAINING):

The school may provide resources and training for students and staff on the ethical use of AI in academic work. This may include workshops on how to effectively use AI tools while maintaining academic integrity.

Workshops and Seminars: Workshops and seminars can be organized to educate students about the implications of AI in research and writing, emphasizing the importance of critical thinking and originality. For example, a seminar could focus on how to critically evaluate AI-generated content and integrate it into their own work responsibly.

22.6 IMPLEMENTATION (COMMUNICATION OF POLICY):

The policy should be communicated to all students, parents, and faculty members at the beginning of each academic year. This may include presentations during orientation sessions and distribution of written materials.

Teacher Responsibility: Teachers will be responsible for enforcing the policy and providing guidance to students on its application. For example, teachers may include discussions about the policy in their classes and provide examples of acceptable and unacceptable uses of AI.

End note:

This policy aims to strike a balance between embracing technological advancements and maintaining the integrity of the educational process. By providing clear guidelines on the use of AI, Dhahran Ahliyya Schools seeks to foster an environment of responsible and ethical academic practices.

23. POLICY REVIEW

This policy will be reviewed annually by the leadership team for any necessary changes. All amendments will be shared with students, student counselors, teachers, librarians, and parents through team meetings, general conferences, and publications on the DAS website. A complete revision of the policy with all stakeholders will take place every five years.

24. REFERENCES

- “Assessment Principles and Practices- Quality Assessment in a Digital Age”. [Resources.ibo.org](https://resources.ibo.org)

- “Diploma Programme: From Principles into Practice”. Resources.ibo.org
- IB Assessment Principles and Practices: A guide to Assessment for Teachers and Coordinators”. Ibo.org
- “MYP: From Principles into Practice”. Resources.ibo.org
- “Primary Years Programme- Learning and Teaching”. Resources.ibo.org Resources.ibo.org
- International Baccalaureate Diploma Assessment Policy- Holy Heart of Mary High School
- Assessment Policy Henry J. Kaiser High School
- DP Assessment Policy- Silveroaks International School

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