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Assessment Policy

- The Antonine Sisters' School Assessment Policy is clearly stated and made available to all the stakeholders in the three languages: Arabic, English and French. Students, parents, teachers and administrators should have a clear understanding of the purposes of assessment and its practical implementation. Information about DP assessment is shared with school staff and the broad school community to gathering feedback and review the policy regularly if needed.
- The assessment policy is based on the school's mission to offer students opportunities for successful learning. Assessment procedures aim to evaluate the teaching and learning processes and to test whether the educational aims are attained. Every step in the assessment procedure should feed into the students' acquisition of knowledge and skills.
- The assessment cycle starts with the statement of learning objectives, and goes through the two types of assessment: formative assessment and summative assessment. The school uses the assessment procedures to evaluate the students' intake of knowledge and acquisition of skills. The results feed back into the students' progress to attain the desired outcomes.
- Assessment adheres to set timelines and respects the demand on students and teachers' workloads and well-being.
- Assessment includes Formative and Summative assessment procedures.
 - Formative assessment happens informally and frequently in the classrooms in each term according to the themes or units. Teachers are responsible for the design and provision of ongoing formative assessment to inform students about their learning.
 - Summative assessment follows the following principles
 - It is formal and needs to be consistent with IB expectations.
 - It aims to make the students evaluate their own performance and develop strategies to improve. It is an essential learning process.
 - It includes work and examinations completed during the course and then sent to an external examiner.
 - It is externally assessed; some formal summative assessments are internally assessed and require the teacher to mark the work to the accepted IB standard. Their standard is then confirmed or moderated by an external moderator. Formal summative assessment directly contributes to the final diploma qualification.
 - Formative assessment enables teachers to address the needs of individual learners in their lesson planning and design of learning activities.

- Assessment instruments primarily designed for formal summative assessment at the end of the course can also be adapted and used formatively as part of the learning process.
- The school use student self-evaluation supported by the teacher ^[L]_[SEP] and face-to-face or ICT-based peer evaluation mediated by the teacher- both of which enable students to accurately measure their own proficiency in specified skills compared to generalized skills and improve self-confidence and self-motivation
- The school use systematic use of detailed assessment criteria (rubrics, matrices)
The assessment procedure implements recording and reporting student performance as common practices parallel to the IB assessment principles to determine the students' achievement levels.
- Internal standardizing of assessment ^[L]_[SEP] and internal quality checks ensure that internally marked coursework is at the IB standard and that students get a true reflection of the marks they will receive.
- Student progress is reported using the IB grading criterion-based guidelines. An additional grading scale may be used to meet national requirements.
- The parents are involved in the assessment process by monitoring their children's learning via the feedback they receive. Parents receive the grade book at each summative assessment which is signed and returned to the school.
- Students need to be introduced to the assessment requirements and the focus of class and homework activities. The students will know how they are evaluated at the end of the course.
 - In case of absence, the students need to provide the school with a doctor's report claiming the reason for their absence. If the reason is valid, a make-up exam will be presented to the student to complete when he/she returns to school.
 - The IB DP will be granted to the pupils who will have followed the two-year course in Grades 11 and 12 and have met all the requirements, and succeed.

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