



**International  
School**  
Riyadh · Saudi Arabia

# ASSESSMENT POLICY

Developed January 2022

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## 1. Introduction

SEK RIYADH is aware that assessment plays a crucial role in how children develop their first impressions regarding school and learning and that it substantially impacts their self-confidence and lifelong relationship with learning.

The purpose of this document is to explain the underlying rationale and the workings of assessment at SEK RIYADH to ensure consistent understanding for all teachers, students, families, and other relevant stakeholders.

## 2. Underlying Principles and Rationale

SEK RIYADH acknowledges the relationship between teaching, learning, and assessment and the importance of using a wide range of formative and summative assessment strategies and approaches to cater to students' different learning needs and styles to help ensure that they are allowed to express themselves and feel valued. Students are encouraged to reflect on and assess their learning to enable them to take responsibility for their education.

Assessment is considered an informative opportunity for both the teacher and the student. Feedback to students on their performance is a crucial step. It should be delivered and accepted constructively, pointing out strengths and proposing strategies to overcome emerging weaknesses.

Clear communication of assessment principles and criteria is essential for students' academic and personal growth. Therefore, each assessment has clear objectives and criteria that the teacher explains so the students can clearly understand what is expected of them.

Accurate and easily accessible recording of assessment outcomes fosters open and transparent communication between the school, families, students, and teachers. Families are regularly informed about their child's progress and given suggestions on how to support them to help them reach their full potential.

As provided by the IB guidelines, assessment is criterion-based and relies on the "best-fit" mode of the achievement descriptors. This principle applies to both formative and summative assessments. Grades are given in number or letter form (A, B, C, D, E) and are used as feedback to instruct the teacher and the student on their progress so talents and abilities can be nurtured and difficulties dealt with.

Assessment is also instrumental in determining and guiding teaching effectiveness and the

written curriculum's suitability. Both teachers and students are encouraged to reflect upon the results to inspire further teaching and learning.

### 3. Assessment Methods

Program Coordinators and grade or subject teachers provide students with the information (grade descriptors, assessment criteria) necessary to understand the assessment requirements fully. The grade descriptors and criteria used are those indicated by the IB on the program-specific guides.

Teachers post the assessment criteria and descriptors on Managebac so families can access them independently. Parents are welcome to ask the Program Coordinators, the School Principal, and the Academic leaders for further information.

#### Definitions

Formative- ongoing evaluation

Summative- overall evaluation

#### Formative Assessment

Students' performance is assessed throughout the year in different ways to account for different learning needs, but it is always inspired by the learning objectives described by the IB. The purpose of formative assessment is to help teachers identify students' strengths and weaknesses and foster the development of skills necessary to succeed in the area of study and the skill(s) being assessed.

Formative assessment takes place in various ways depending on the grade, subject, and specific topics. It includes, but is not limited to, class activities, worksheets, multiple choice quizzes, research, presentations, short-essay questions, essay writing, short-answer tests, open-question papers, oral tests, notebook checks, etc.

Learning assignments, classwork, and participation are essential elements of formative assessments and are commented on by the homeroom and subject teachers on the student's progress report cards.

Students learn and work at school through the cycle of inquiry and the steps of this cycle. Reading comprehension assignments are given to students at home on platforms and thinking skills exercises, not as tasks but as discipline and evidence of a continuity of the school day. Learning takes place mainly at school.

Marks are recorded on Managebac for each assessed task or assignment and are communicated to the students. Teachers devote class time to give feedback and encourage students to reflect upon their results. Parents can consult marks online on Managebac.

### Summative Assessment

Students' level of achievement against the IB PYP and MYP objectives is determined at the specific intervals over the year that correspond to the end of each term. The grades issued at the end of Terms 1 and 2 should be considered progress grades only, as the students will have completed not all elements necessary for calculating the final summative assessment outcome at these earlier stages. These intermediate summative assessment sessions aim to check the level students have reached and formally inform families.

### Assessment in the PYP

Assessment in the PYP is an integral part of the program. It is an ongoing process that helps students, teachers, and families monitor and support student development and acquisition of subject knowledge, skills, and concepts central to the PYP.

Students are central to assessment in the PYP, and their active participation in self-assessment and reflection is vital for co-constructing learning goals with their teachers. At SEK RIYADH, students are actively involved in the assessment process, from co-constructing rubrics and success criteria with their teachers, maintaining their portfolios, participating in conferences, to providing feedback to their peers.

To support multiple modes of learning and in line with the PYP's emphasis on student agency, students are often given a choice in their assessments in the classroom. Teachers continue to assess their students on a formal and informal basis to accommodate their teaching to meet the needs of the students.

At the beginning of the school year, the purpose of assessment is to determine students' prior knowledge, to understand student learning better, to extend learning, and to address any learning gaps. At the same time, when starting a new unit of inquiry, teachers will assess their students for prior knowledge and use this data to support the inquiry.

We implement and follow the four elements in the Enhanced PYP. Guidance on building a schoolwide assessment culture will focus on developing assessment-capable students and teachers with increased support to monitor, document, measure, and report on learning using an integrated, ongoing process

## **Measuring and Monitoring in the PYP**

In the PYP, formative assessment is used regularly in the classroom to measure and monitor student learning. The purpose of assessment is to determine students' prior knowledge, to understand student learning better, to extend learning, and to address any gaps in learning.

Formative assessment is used to inform instruction and act as a guide for teachers. These assessments are an essential part of teaching and embedded in the lessons; they help the student and teacher understand the student's progress and the next steps in their learning. Some formative assessment strategies include whole group checks for understanding, student and teacher-developed rubrics, feedback in student journals, student self-assessment, peer assessment, exit tickets, anecdotal notes, and selected responses. One objective of formative assessments at SEK RIYADH and as a PYP candidate school is to help the student understand and reflect upon their learning and to help them in developing their own learning goals.

Students complete a summative assessment at the end of a unit to measure their understanding of the learning goals. The summative assessment may be a presentation, a report, a journal, a poster, a role play, or a task that measures the student's understanding and learning. These summative assessments allow the students to demonstrate their understanding and apply the skills and knowledge they have learned in that unit.

The end of the cycle of Inquiry of each unit demonstrates what the pupils wanted to learn, what they learned, and the new learning they have achieved. This is reflected in the summative task as a final project and where the child has to take ACTION(s) with the whole school community (pupils, teachers, school, and family) to build a better world. We conclude with ACTION.

### **Final Exhibition**

The exhibition is the culminating project in the Primary Years Program and is an opportunity for students to share the PYP and its essential elements with the school community. This student-centered assessment is completed in Grade 5 and is an extended project where students create their central idea to investigate as a unit under a selected transdisciplinary theme. Throughout the team, the students are guided by a mentor, reflect upon the inquiry process and the IB Learner Profile, and communicate regularly with all stakeholders, including their teachers, families, classmates, and other students. At the end of the exhibition, students present their work to the school community. The final aim to be shown to the community is the action that has been decided.

## **Recording and Reporting in the PYP**

Recording and Reporting are essential parts of the assessment process. At SEK RIYADH, we strive to have the student as a critical voice and agent in their learning.

### **Written Reports**

Families are encouraged to attend a Student-Teacher Conference in the fall trimester (Term 1). This first conference is generally between the parents and teachers. At the end of each term, families receive a written report about the students' learning from all teachers.

### **Student Portfolios**

Student Portfolios are an essential part of the PYP. It is a work collection demonstrating student learning and growth over time. Portfolios allow the students to celebrate their learning and demonstrate their achievements. Students select pieces of work to feature in their portfolios and reflect on their knowledge to self-assess and consider the following steps to set goals. Students share their portfolios with their families during student-led conferences (Terms 2 and 3).

### **Student-Led Conferences**

In the second term, we shift to Student-Lead Conferences. At these conferences, the students lead their families through the classroom, share their portfolio, demonstrate what they have learned and share reflections on their learning, as well as any goals they have for the next term and beyond.

Aside from these reporting events, teachers and students are encouraged to regularly communicate with families on student progress throughout the school year.

## [Assessment in the MYP](#)

### **MYP Formative Assessment**

In the MYP, formative assessment is used regularly in the classroom to measure the students' understanding of key concepts, current topics, subject learning objectives, prior knowledge, and to address any gaps in learning.

Formative assessment is used to inform instruction and act as a guide for teachers and students. These assessments are an essential part of teaching and embedded in the lessons and help both the student and teacher(s) to understand the students' progress and what the next steps are in their learning. Some formative assessment strategies include: class discussion, whole group checks for understanding, student and teacher developed rubrics, feedback in student journals, student self-assessment, peer assessment, etc. One objective of formative assessments at SEK RIYADH is to help the student understand and reflect upon their learning and to help them in developing their own learning goals.

### **MYP Summative Assessment**

The structure of summative assessment at SEK RIYADH follows the IB MYP guidelines and requirements that are provided for each subject guide and relevant IB documents.

Each subject has four objectives with related strands that have to be assessed at least twice every school year, but we encourage teachers to assess each objective more frequently when able. Assessment objectives are clearly identified next to each topic area on all subject guides. Criteria are adjusted depending on the relevant grade level.

The statement of inquiry forms a central part of the written, assessed, and taught curricula. When designing MYP units of work, the statement of inquiry shapes the choice of topics and tasks to be assessed.

Assessment objectives can be broken down into several strands that detail the main objective. Teachers are encouraged to further detail the generic criteria descriptors when using them to assess specific tasks (task-specific clarifications) and inform students.

Summative assessment for progress report cards is based on the levels achieved in the criteria assessed at the time of reporting and on all criteria for the end of the year report card. Final subject marks are expressed on a 1-7 scale on the basis of the IB MYP grade boundaries provided in “MYP: From Principles into Practice.” Descriptors of the 1-7 grades are included below.

### **Standardization of Assessment**

Standardizing assessments within subject departments allows us to make consistent and reliable decisions throughout the school year. This process engages students and teachers with the principles of assessment for learning. It helps to prevent assessment judgments from changing over time due to variables that can often challenge the consistency of practice within a school; these include but are not limited to staff changes, changes in student demographics, and changes in educational demands.

Standardizing assessments helps to improve our assessments because teachers are better able to make confident decisions; all stakeholders can recognize that the assessments are handled in a system that enhances fairness, reliability, and validity, which makes achievement decisions defensible; the information is recorded and provides information to teachers on how to alter their teaching practice; and it provides us with reliable information when comparing cohort data with historical information.

The process of standardizing assessments takes place both externally and internally. External standardization is carried out to ensure students are fairly and consistently assessed across all subjects and that the assessment results are in line with IB practices and standards. Internal standardization starts at the planning stages of all units, with departmental teams sharing their understandings, expectations, and interpretations of criteria and how the criteria have been



clarified for the task(s). Throughout the units, teachers will collaborate to share information on which to base the final criteria levels and identify inconsistencies between sources of evidence.

It is suggested that teachers within the same departments make judgments collaboratively about a sample of student work before they assess their own class's work, which allows for a better understanding of the expectations and criteria definitions.

### **Approaches to Learning (ATL) Skills**

Teachers use a wide range of content developed through MYP key and related concepts and global contexts as a vehicle for teaching effective learning strategies.

Through an ongoing process focused on disciplinary and interdisciplinary teaching and learning, teachers help the student develop ATL skills.

While ATL skills are not being formally assessed, they contribute to students' achievement in all subject groups. Teachers provide students with regular and specific feedback on the development of ATL skills through learning engagements and providing formative assessments.

### **Learner Profile**

The Learner Profile represents a nuanced analysis of conduct and effort and details the social, emotional, and cognitive development of the student across all areas of the curriculum. SEK RIYADH monitors student development in light of the profile in as many ways as possible by engaging students and teachers in reflection, self-assessment, and conferencing. Throughout each term, comments about student attitudes and socio-emotional behavior are recorded on Managebac.

### **Special Arrangements and Special Educational Needs**

The IB is an inclusive program that identifies each student as a unique human being and aims to support them throughout their learning experience.

The teaching and assessment approach accommodates different learning styles and educational needs. No exceptions or special arrangements will be made in formative or summative assessments that would distort the outcome, and that would not be allowed by the IB in formal assessments (grade 10 e-assessment and grade 12 IB Diploma examinations).

### [Assessment in the DP](#)

Continuous assessment is an integral part of the Diploma Programme. Therefore, all members of the community take an active role in maintaining and improving the quality of teaching and learning.

### **Criterion Referencing**

The IB guides assessment in the Diploma Programme, and Assessment guidelines and practices are outlined in the IB document Diploma Programme Assessment Principles and Practices (IBO 2010/2004). Subject teachers present the assessment criteria of their subject guides early in the programme. Assessment tasks are marked according to these criteria so that students, teachers, and parents know the student's progress. All Assessment is criterion-referenced. This includes internal and external evaluations and overall expectations of the programme.

### **Formative assessment**

In the DP, formative assessment is used regularly in the classroom to measure the students' understanding of key concepts, current topics, subject learning objectives, and prior knowledge and to address any gaps in learning.

Formative assessment is used to inform instruction and act as a guide for teachers and students. These assessments are an essential part of teaching and embedded in the lessons and help both the student and teacher(s) to understand the students' progress and what the next steps are in their learning. Some formative assessment strategies include: class discussion, whole group checks for understanding, student and teacher developed rubrics, feedback in student journals, student self-assessment, peer assessment, etc. One objective of formative assessments at SEK RIYADH is to help the student understand and reflect upon their learning and to help them in developing their own learning goals

### **Summative assessment**

The structure of summative assessment at SEK RIYADH follows the IB guidelines and requirements that are provided for each subject guide and relevant IB documents. The tasks involved are usually modelled on those mandated by the IB and graded in accordance with IB criteria. These grades count towards semester grades.

Summative assessments can take a variety of forms (including tests, examinations, lab reports, oral and visual presentations, essays, projects, performances, oral examinations).

### **Assessment Scores in the Diploma Program**

In the DP, students obtain grades for each DP course attempted from 7 to 1, with 7 being highest. Article 13, from the "General regulations: Diploma Programme", IBO, April 2014, explains the conditions required to earn an IB Diploma.

### **The DP core**

The theory of knowledge and extended essay are awarded individual grades. Collectively, they can sum up to three additional points towards the overall score.

Creativity, Activity, Service (CAS) does not contribute to the points total but students need to prove authentic participation in order to be awarded the diploma.

### **Internal Assessment**

Internal Assessment allows some student assessment to be done by teachers over the course of the class. Teachers mark individual pieces of work according to the IB criteria and this grade counts as a portion of the overall IB grade. A sampling of the teacher- marked work is sent to a moderator who evaluates the teacher's application of the IB criteria and rubric.

At the beginning of the academic year all IB teachers and the DP Coordinator collaborate on the creation of a calendar for the completion of Internal Assessments. It is designed to arrange the due dates of tasks in order to avoid a convergence of due dates for multiple tasks. A copy of the calendar is given to each IB teacher and it is posted on Managebac.

Internal Assessment grades are submitted to the DP Coordinator by the end of March.

### **External Assessment**

External Assessments are conducted and overseen by the DP Coordinator, teachers or supervisors and then sent to be graded externally by qualified examiners. Examples of external assessments include Extended Essay, English A1 World Literature Papers, TOK Prescribed Title Essays, and the end of course exams.

### **Grades, Reporting and Recording**

Students will receive a report-card at the end of each trimester. Report card grades usually involve the marking of assessment sections that will later be moderated by the IB. Teachers are encouraged to use different methods to provide feedback to students and parents. Parent-teacher conferences take place at the end of each trimester. It is important to understand that grades awarded by teachers for school reports may be different from final IB grades.

### **Moderation**

Moderation refers to the checking and unifying of assessment standards. Internal moderation takes place in the DP programme where this is possible. Where there is only one teacher of a subject, internal moderation is not possible and collaboration with other IB schools is a possible alternative.

### **Predicted Grades**

Final Diploma Programme grades for each student are predicted in Grade 12. This grade is based on all of the evidence of the candidate's work and the teacher's knowledge of the IB guidelines and standards.

Predicted Grades are submitted to the DP Coordinator by the end of March.

### **Mock Exams**

A mock exam is a trial run exam very similar to the final external IB exam that will allow students, teachers, and coordinators to determine an action plan to address any possible issues. Mock exams will take place at the end of grade 11 (DP1) and towards the end of the second trimester of grade 12 (DP2).

### **Assessment Accommodations**

Students needing accommodations have access to various support services provided by the school. Accommodations could include services for English learner students (EAL) as well as students with learning needs. Arrangements for meeting the accommodations and requirements are developed by the DP Coordinator and implemented through the subject teachers, the EAL Program specialist, and the psychological department. For further information please read Special Needs Policy.

### **Secure Storage Arrangements**

As required by the IBO, all DP Exam materials will be stored in a fire-proof safe or secure metal cabinet placed in a secure room located inside the DP Coordinator's office.

The secure room has no windows and is not accessible to students or other people as it is located inside the DP Coordinator's office.

Only the DP Coordinator and the Head of School will have the keys to the secure storage room and the combination of the safe. The DO NOT DUPLICATE sign will be applied to the keys.

### **Exams Officer**

The DP Coordinator will serve as Exams Officer and will be in charge of registering candidates, informing teachers and candidates of the prescribed deadlines and of the exam schedule, assist calendars who need special arrangements, submit candidates' work and other material to the IB through IBIS, organize the exam session, liaise with the IB for any matters related to the examinations, store exam materials in the secure room as required by the IB regulations, ship the exam papers to the IB, and any other duty necessary to full comply with the DP: Assessment Procedure document available for the examination session.

### **Assessment and Academic Honesty**

Academic honesty is expected of all members of the school community; students, faculty, administration and parents. Students are expected to abide by the school's Academic Honesty Policy when completing any and all pieces of assessment work – the overriding principles of which are outlined below:

- All work produced by Diploma Programme students is their own, authentic work

- All such authentic work has the ideas and words of others fully acknowledged
- Students understand and obey the rules relating to proper conduct of examinations
- The policy refers to all assignments set and completed in school or at home, ranging from basic pieces of assignments to formal assessments required by the IB.

For further information please read Academic Honesty Policy.

## 4. Grading system

### IB PYP

The Primary Years grades PreK1 - 5 adopt a marking scheme of the level of achievement as shown below. We also must provide our students in grade 1 onwards with a national grade following the local criteria.

### Assessment Descriptors

#### IB Progress

Abbreviation	Descriptor
EXTENDS	The student demonstrates achievement of the expected learning outcomes addressed during the current reporting period.
PROFICIENT	The student demonstrates achievement of most of the expected learning outcomes addressed during the current reporting period.
DEVELOPING	The student demonstrates achievement of some of the expected learning outcomes addressed during the current reporting period.
EMERGING	The student demonstrates achievement of few of the expected learning outcomes addressed during the current reporting period.

**IB MYP**

The MYP adopts a marking scheme out of 7, as designated by and outlined in the IB document, “MYP: From Principles Into Practice”:

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

**IB DP**

The IB DP adopts a mark scheme of 1-7 based on descriptors as described in the IB publication DP Grade Descriptors for use from September 2014 that is to be considered an attachment to this policy.

SEK RIYADH follows the IB DP indications and descriptors both for formative and for summative assessment.

The table below briefly summarized the grades used:

a) For all subjects:

	The IB Grading scale
<b>Excellent</b>	7
<b>Very good</b>	6
<b>Good</b>	5
<b>Satisfactory</b>	4
<b>Mediocre</b>	3
<b>Poor</b>	2
<b>Very poor</b>	1

b) For TOK and Extended Essay:

	The IB Grading scale
<b>Excellent</b>	A
<b>Good</b>	B
<b>Satisfactory</b>	C
<b>Mediocre</b>	D
<b>Elementary</b>	E
<b>No grade</b>	N

## 5. Policy development and revision

The School Principal, Academic Coordinator and the pedagogical leadership team was in charge of this policy's development in January 2022. As indicated below, all members of staff will be involved in the revision of this policy.

At the time of first development of the policy, members of the Senior Leadership Team involved were:

School Principal: Iván Martínez  
Head of Primary (PYP Co): Miriam Buckley  
General Manager: Joan Blázquez  
IT Director: Jesús Castillo  
Head of Counselling and Admissions: Julie Alonso

The School Principal and the pedagogical leadership team is in charge of the policy revision process.

The School Principal and Academic Coordinator, the pedagogical leadership team, the community and personal project coordinators will be drafting the policy on the basis of indications provided by IB documents. Teachers will be asked to provide feedback on the draft, and the policy will be updated accordingly if the input is consistent with IB guidelines and the school vision.

For the first couple of years, the policy will be revised on a yearly basis and either confirmed as is or modified accordingly. The School Principal and Academic Coordinator will be in charge of approving the new version and sharing it with the school community through the school website and on Managebac.

After that, the policy will be revised on a rotational basis at least every evaluation cycle.

## 6. Bibliography

- Assessment principles and practices—A guide to assessment for teachers and coordinators (published 2020)
- Assessment principles and practices—Quality assessments in a digital age (published 2017)