ثانوية رفيق الحريري
RAFIC HARIRI HIGH SCHOOL

Assessment Policy and Procedures

26-27

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RAFIC HARIRI HIGH SCHOOL

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Vision

Empowering a community of self-directed learners and responsible global citizens.

Mission Statement

RHHS aims to develop compassionate, respectful, and lifelong inquirers.
We are committed to promoting well-being, education for sustainability, and innovation, nurturing learners to become proactive change agents in an interconnected world.

PURPOSE

The purpose of this document is to help the community understand the RHHS perspective on assessment and the important policies that we adhere to in our assessment practices. RHHS sees assessment as an ongoing, purposeful, and authentic process of gathering, recording, and analyzing data of students' learning and development during their school years. Assessment must make visible what students know, understand, and utilize in a real-world setting, at different stages of the learning process. RHHS assessment policy is designed to reflect the IBPYP and IBDP requirements and philosophy.

I- WHY DO WE ASSESS?

At RHHS, we believe that the ultimate purpose of assessment is to foster informed teaching and guide planning and instruction to support and enhance students' learning. The school assessment policy aims to ensure its mission of academic excellence through building a lifelong learner and educating learners holistically.

We believe that through effective assessments,

Students can:

- demonstrate and share their learning and understanding.
- demonstrate a range of knowledge, conceptual understanding, and skills.
- know and understand in advance the expected criteria for any performance.
- analyze their learning and understand their strengths and areas for improvement.
- set goals for reaching expectations.
- actively identify their learning styles, to express their understanding.
- learn in the context of real-life experiences that could lead to meaningful action.

Teachers can:

- refine differentiation practices.
- plan in response to students' inquiries and interests.
- create instructional plans to reinforce inquiry.
- use feedback from students and clearly define students' needs.
- adapt for learning styles and multiple intelligences.
- provide evidence that can be used to inform students, teachers, parents, and other members of the school community. collect quantitative and qualitative data.
- plan for future inquiries.
- contribute to the efficiency of the program.

Parents can:

- understand student learning and development.

- observe and track student progress and growth.
- provide support outside of school.
- celebrate learning and student accomplishments.

II- WHAT DO WE ASSESS?

At RHHS, we assess learning from multiple perspectives. We aim to assess:

- knowledge of disciplinary and transdisciplinary concepts and skills.
- approaches to learning, including self-management skills, communication skills, thinking skills, social skills, and research skills.
- development of the conceptual understanding of the key concepts of the IBPYP and IBDP.
- development of the learner profile attributes.
- students' use of knowledge to take action.

III- HOW DO WE ASSESS?

At RHHS, we use various strategies and tools to assess students' learning. Assessment considers the students' prior knowledge as well as their achievement throughout the learning process. Assessment strategies and tools vary according to the students' age and program requirements.

A- The Preschool and Elementary Levels:

Assessment can be formative or summative, and it should always include a significant opportunity for the learner to reflect on his/her own learning.

Formative Assessment (Assessment for Learning)

helps monitor students' progress throughout each unit of inquiry. Using formative assessment provides information to plan for the next stage in learning. Formative assessment aims at promoting learning by giving regular and frequent feedback. This helps students to engage in thoughtful reflection and improve their developing knowledge and understanding.

Summative Assessment (Assessment of Learning)

takes place at the end of the learning process or unit. It is a chance for students and teachers to evaluate[1] progress and demonstrate what has been learned at a particular moment in time. In the primary section, it may include:
collecting data, interpreting and synthesizing data or integrating the use of knowledge, processes,

[1] Data from the different strategies must be used to develop a valid picture of student learning for evaluation purposes.

and/or skills.

At RHHS, teachers must use at least 2-3 different forms of assessment throughout each unit in order to give a valid picture of the student's learning and development.
The following tables outline the primary strategies and tools we use at our school. These lists are not comprehensive, but they represent most of the assessment strategies and tools that are used at RHHS. *a- Main Assessment Strategies*

Strategy	Elaboration
Observations	+ All students are regularly observed. + Observations can be recorded in the form of notes or they can be filmed. + Focus of observations can vary depending on objectives.
Performance Tasks	+ The assessment of goal-directed tasks with established criteria + These tasks provide authentic and significant challenges. + Challenges can be approached in various ways. + They require the use of many skills. + Audio, video, and narrative records are often useful for this kind of assessment.
Process-focused assessment	+ It is a collection of multiple observations meant to: 1) focus on various behaviors. 2) enhance reliability and increase validity. 3) synthesize evidence.
Open-ended tasks	+ They are situations in which students are presented with openended questions and are asked to communicate an original response.
Selected responses	+ The answer might be a brief written answer, a drawing, a diagram, or a solution. The work could be included in a portfolio. + These include formative and summative assessments. + They are evaluated in terms of checklists, rubrics, and anecdotal records.

Student assessment	+ Students frequently assess self and peer during formative and summative tasks.

b- Main Assessment Tools

Tool	Definition
Rubrics	• Sets of criteria used to rate students • Have descriptors that tell the assessor what to look for in students' work
Checklists	• Lists of expected skills, concepts, behaviors, processes and/or attitudes
Anecdotal records	• Brief written notes based on the observations of students • Need to be systematically compiled and organized
Continuums	• Visual representations of developmental stages of learning • Show a progression of achievement or identify where a student is in a process
Students' work	• Samples of students' work and transcripts of students' conversation, which can be used to analyze, interpret, and understand students' learning
Portfolios*	• Students' work collected over a period of time. • Exhibit the student's active mind at work. • An audience and purpose for portfolios are decided on. • They show a range of experiences and curriculum areas.

*Portfolios

What is a portfolio?

A portfolio is a collection of student work specifically selected to tell a story about the learning journey and the growth and development of the student over a period. It is an assessment tool that documents growth in all curriculum areas and makes learning visible to the students, teachers, parents, and other stakeholders. A portfolio can also be used to report on the student's performance.

How does a portfolio work?

The portfolio is intended to be student-managed with guidance from teachers so students can take ownership of their portfolios. The balance between "teacher selected" and "studentselected" samples varies as students move from one level to the other.

- Portfolios include student samples from:
  - the units of inquiry / at different stages of the inquiry cycle.
  - language and math.
  - single subjects.
  - learner profile and attitudes.
  - action taken by students.
- Reflections, teachers' feedback, self- and peer-assessments, and various assessment tools will accompany the selected pieces of work.
- Portfolios will be used for reporting purposes, during student-led conferences, during parentteacher conferences, and for writing reports.

The PYP Exhibition

In the final year of the PYP, students participate in a culminating project, the PYP exhibition. The exhibition represents a significant event in the life of a PYP school, during which the student synthesizes the essential elements of the PYP and shares them with the whole school community. It's an opportunity for students to exhibit the attributes of the learner profile that have been developing throughout their engagement with the PYP. Therefore, it includes regular and planned assessment. This assessment takes two forms:

- Ongoing assessment of each individual student's contribution to and understanding of the exhibition
- Summative assessment and reflection on the event itself the purpose of the exhibition is to:

  - engage students in an in-depth, collaborative inquiry. o provide students with an opportunity to demonstrate independence and responsibility for their own learning.

- provide students with an opportunity to explore multiple perspectives. o allow students to synthesize and apply their learning of previous years and to reflect on their journey through the PYP.
- provide an authentic process for assessing student learning. o demonstrate how students take action as a result of learning.
- unite students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP.
- celebrate the transition of students from primary to middle school.

B- The Middle and Secondary Levels

Types of Assessments: To evaluate current practices and inform future planning.

Formative Assessment (Assessment for Learning)

Provides an ongoing process of evaluating students' learning and improvement through different strategies and tools. Using various formative assessments helps both students and teachers acquire sufficient evidence to understand areas that need improvement and act accordingly.

Summative Assessment (Assessment of Learning)

Ensures that the learning process is assessed at the end of a certain period. Summative assessment includes internal assessments, individual and interactive oral and written tasks. It provides a tool for evaluating the learning process of the students and plays an important role in the issuing of the predicted grades for students.

a- Main Assessment Strategies

- Observations
- Performance assessments
- Process-focused assessment
- Tests and quizzes
- External Exams

External Assessment

- In Middle School:
  - The Lebanese Brevet Exam
  - DELF (Diplôme d'études en langue française) - In Secondary School:
  - The Lebanese Baccalaureate Official Exams

- The International Baccalaureate Diploma Programme
- DELF (Diplôme d'études en langue française)
- SAT (Scholastic Aptitude Test)

b- Main Assessment Tools

- Performance Tasks
- Rubric
- Lab reports
- Research papers
- Reflections on Learning
- Checklists
- Presentations
- Projects
- Students' work
- Portfolios

IV- REPORTING

- At RHHS, we consider reporting as a means of giving feedback from assessment. Reporting aims to indicate the progress of the students' learning and identifying their areas of growth.
- We believe that effective reporting should:
  - inform parents. ○ be comprehensive and clear to all those who are involved. ○ help learners reflect on their own learning.
  - help teachers incorporate reporting into their future teaching and assessment practices.

RHHS reports students' performance and progress in a variety of ways. The following tables present a list of the strategies used for reporting:

A- Preschool and Elementary

Strategy	What?	How often?

Written Progress Report Cards		• They include descriptors of targeted PYP skills. • They report about students' progress of skills by using a scale. • They describe and narrate the progress of students with a focus on the attributes of the learner profile.	Twice a year (January-June)
Conferences	Teacher student conferences	• Teachers frequently give feedback on progress directly to students. • Teachers and students reflect on the work.	Continuous
	Two-way Conferences (Teacher Parents)	• Teachers and parents are involved. • Teachers give parents feedback about the students' progress and needs. Teachers highlight the students' strengths and areas to improve. • Teachers answer parents' questions during such conferences and guide them on how to help their children throughout the learning process.	Twice a year In November and March
	Three-way conferences	• Students, teachers, and parents are involved. • Students discuss their learning and understanding. • Students share their portfolios with parents. • New goals for improving students' achievement might be set.	Once a year (March for elementary and May for preschool)

B- Intermediate and Secondary

Strategy		What?	How often?
Written Progress Report Cards		• They include grades of each subject during the two school semesters. • They report students' life skills school	Twice a year (January-June)
	Teacher student conferences	• Teachers frequently give feedback on progress directly to students. • Teachers and students reflect on the work.	Continuous
Conferences	Teacher Parents Conferences	• Teachers and parents are involved and students. • Teachers give parents feedback about the students' progress and needs. Teachers highlight the students' strengths and areas to improve. • Teachers answer parents' questions during such conferences and guide them on how to help their children throughout the learning process. • New goals for improving students' achievement might be set.	Twice a year In November and March

- The school year is divided into two semesters. Parents are informed of their children's achievement through the school progress report by the end of each semester. Students from Grade 6 to Grade 12 sit for a midyear exam at the end of the first semester and a final exam at the end of the second semester.

The results of these two exams along with the daily and monthly assessments are recorded on the report cards. Daily results include character skills and work habits in areas such as collaboration, time management, punctuality, creativity, inquiry, and research.

- Parents and students can also view the attendance, grades and progress of their children through the school portal, and Eduflag school application. Teachers use the portal to maintain updated assessment records of their students.

Grading and Evaluation System

The subject's average per term is a combination of formative and summative assessments.

Grading and Equivalence:

Local Grade /100	Description
90 - 100	Excellent
80 – 89.9	Very Good
70 – 79.9	Good
65 – 69.9	Satisfactory
Below- 64.9	Failing

V- END OF YEAR EXAM EXEMPTION POLICY (GRADES 6 TO 12)

The End-of-Year Exam Exemption Policy allows students to be exempted from exams in specific courses listed in the provided table. To qualify, students must meet the following criteria:

- an overall average of 90% or above
- a subject average of 90% or above for the specified course ➢ behavior skills rating of 90% or above.

Grade Level	Program	Subjects Exempted
Grades 6, 7, 8	Lebanese Program	History, Geography, Civics, L3, Informatics
Grades 6, 7, 8	American Program	L3, Informatics
Grade 9	Lebanese & American Program	L3, Informatics
Grades 10, 11, 12	American Program	L3, Informatics
Grade 10	Lebanese Program	L3, Informatics, History, Geography, Civics, Sociology, Economics
Grade 11 (Scientific)	Lebanese Program	History, Geography, Civics, L3, Informatics
Grade 11 (Humanities)	Lebanese Program	Physics, Chemistry, Biology, Civics, L3, Informatics
Grade 12	Lebanese Program	L3, Informatics

IBDP1, IBDP2, Grade 10, Grade 11 (French Bac)	IBDP and French Baccalaureate	No exemptions

VI- PROMOTION POLICY:

To be promoted to Grade 12, students in the Lebanese curriculum, American program, French baccalaureate, IBDP, should fulfill the following requirements:

1. Scoring a minimum of 65/100 overall.
2. Scoring a minimum of 65/100 on each subject
3. Earning a minimum of 70% in Behavioral skills

VII- GRADUATION POLICY:

In order to graduate from High School (Grade 12 students), the student should fulfill the following requirements:

1. Scoring a minimum of 65/100 overall.
2. Scoring a minimum of 65/100 on main/core subjects.
3. Scoring a minimum of 60/100 on other subjects.
4. Completed the Internal Assessment (IA/IO), Extended Essay, CAS and TOK requirements. (for IBDP students)

Make up Exams:

A student ending the school academic year with a final average of less than 65/100 on the subject's final average will be given the chance to sit for a qualifying exam.

Failure:

A student scoring below 65/100 on the final average will be asked to repeat his/her class.

IBDP Internal and External Assessment

In addition to the school's internal assessments, the IB assesses student work and achievement according to the objectives stated of the DP courses. The IB uses both external and internal assessment in the DP. The grades awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on TOK and the EE.

1- *External Assessment*

Examinations form the basis of the assessment for most courses. They include:
essays

- Structured problems
- Short-response questions
- Data- response questions
- Text- response questions
- Case-study questions
- Multiple-choice questions

2- *Internal Assessment*

Teachers are expected to complete the internal assessment requirements in line with the IB Subject Guides. These assessments include:

- Oral work in languages
- laboratory work in the sciences
- Experimental studies
- Investigations in mathematics
- TOK essays
- IB mock exams

Use of IB Criteria and Diploma Points Matrix

- All IBDP teachers are expected to grade the assessments based on the assessment criteria included in their Subject Guide.
- The IB Matrix is used to determine the number of points earned from TOK and the EE.

	Theory of knowledge (TOK)					
	Grade Awarded	A	B	C	D	E
	A	3	3	2	2	Failing condition

Extended essay	B	3	2	2	1	
	C	2	2	1	0	
	D	2	1	0	0	
	E	Failing condit on				

Award of the IB Diploma

The specific criteria to be awarded the IB diploma are clearly stated in the "Diploma Programme Assessment procedures 2024" document: A2.2.1 Core requirements

DP category candidates must study six subjects, plus the three core subjects—EE, TOK and CAS. They must accumulate no fewer than 24 / 45 points from assessment in these subjects, in addition to grade stipulations.

Candidates who take the diploma in multiple languages may be eligible for a bilingual diploma.
The IB diploma is awarded based on performance across all parts of the DP. Each subject is graded 1–7, with 7 being the highest grade. TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.

CAS is not assessed but must be completed to pass the diploma.

Roles and Responsibilities of DP team related to assessments:

1- Diploma Program Coordinator:

- Organizes written and oral examinations for students. Communicating the internal assessment final deadlines.
- Observes that the materials for assessment are submitted to meet the deadlines specified in DP.
- Submits the predicted grades and internal assessment marks for each subject by the required deadline.
- Ensures that the exams for IBDP 1 and IBDP 2 are conducted according to IB procedures and regulations.
- Keeps track of revision and assessment materials to ensure quality of work
- Informs students and teachers about examination procedures and regulations, as well as requirements for required materials during examinations

- Keeps track of all candidates' records and establish improvement plans.
- Approves revision materials
- Confirms with subject teachers the skills to be assessed in each assessment and the grade distributions
- Follows up students' performances and results with subject teachers
- Coordinates with teachers to put in place actions to improve results
- Trains new teachers on the school's assessment policy

2- Subject Teachers:

- Prepares formative and summative assessments
- Provides clear and constructive feedback on all assessments to ensure student learning
- Engages in students' self-evaluation and peer assessment tasks
- Specifies the revision material for assessment
- Grades the students' work in accordance with the requirements and specifications of IBDP
- Corrects assessments with students and explains the grading scheme
- Respects the school's deadlines for submission of students' results
- Records all the results and work of students
- Participates in school deliberations
- Writes and hands out detailed reports about students' performances.
- Evaluates class performance in summative assessments and report it to the IBDP Coordinator

ASSESSMENT POLICY REVISION

The RHHS team reviews the assessment policy regularly, systematically and on a yearly basis, and the revision process is open to all members of the school community.

***The policy was reviewed and reflected on by the principal, leadership team, and PYP team in June 2024.**

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