



**Brummana High School**

## **Whole School Assessment Policy**

### **Philosophy of Assessment**

At BHS, assessment is a major component of the teaching-learning process. As a crucial component of the curriculum, BHS uses the various assessment channels to make decisions about student placement, educational programs and internal policies. BHS regards assessment to be an extension to learning.

### **Purpose of Assessment**

1. To provide a focus for students, teachers, academic administration and the larger community of the school towards fulfilling the school's mission;
2. To inform of students' level of engagement and needs in relation to the internal and external standards;
3. To upkeep and develop teaching, learning methods and provide opportunities for self-reflection for teachers and students;
4. To diagnose student's learning challenges and determine possible solutions;
5. To update the curriculum
6. To create and or modify internal policies.
7. To support curricular goals and encourage appropriate student learning.
8. To monitor and evaluate student progress towards meeting Lebanese, IB and Cambridge (CIE) standards.
9. To foster positive attitudes toward learning whereby students are able to consolidate their understanding without anxiety over grades.
10. To develop and promote critical thinking skills.
11. To develop international minded students who consciously reflect the IB Learner Profile characteristics.

### **Assessment Concept, Effectiveness, Type & Practices**

### *The concept*

*Evaluation, assessment and grading (marking) are three different things. The BHS teaching community realize that we evaluate students through many means of assessments. The evaluation from our assessment is reported through a system of grading which may be either a progress report and/or a grade report which can be numerical or alphanumerical depending on the programme taught at the school.*

In general, most assessments are criterion based. Students are assessed against objectives and understandings they are expected to acquire. Assessment instruments may include quizzes and examinations, though not limited to them, as well as alternative assessments such as extended practical work, projects, portfolios, cooperative tasks, (multimedia) presentations, performance tasks, drawing and annotations, laboratory experiments, discussion, oral interaction with peers and/or teacher, essays and research papers,

Assessments include formative and summative tools administered in an ongoing way. Occasionally, additional credit is given to student for extra work.

Besides summative assessments formative assessments have been recently stressed in most subjects. The following flowchart maps the various types of assessment and how they relate to one another and help stakeholders make decisions to improve learning via a powerful grading and reporting system.

### **Effective Assessments**

*Effective assessment allows students to:*

- Demonstrate a range of knowledge and understanding, conceptual learning and skills they can use to make connections with other disciplines and apply them in real life situations;
- Become independent thinkers
- Become life-long learners
- Become responsible in meeting deadlines;
- Reflect on their learning and realize their progress in the subject matter;
- Become principled and show ethical behavior as outlined in the honesty policy;
- Utilize a variety of learning styles

• *Effective assessment allows teachers to:*

- Be informed of each stage of the learning process;
- Gather information that help modify teaching continuously
- Follow up on student progress and development;
- Reflect on students' learning and their own personal learning

- Provide timely written and oral feedback with concrete and specific details
- Make students aware of criteria required to produce quality work
- Apply criteria fairly and accurately
- Clarify, model, and encourage academic honesty (Academic Honesty Policy)

*Effective assessment allows Educational Leaders to:*

- Set new goals for the continuous progress of the school's educational program;
- Design new programs needed for the school;
- Acquire the needed data to compare the status of the school on the national and international scales;
- Be informed about the professional development needs of faculty members
- Use data to recognize curriculum strengths and weaknesses
- Work with teachers to review and revise the curriculum when appropriate

*Effective assessment allows parents to:*

- See evidence of their children's learning.
- Provide support when needed.
- Work with school personnel to best support the learning of their children;
- Celebrate successes.

## **Types of assessment**

There are four types of assessment at BHS: placement, diagnostic, formative & summative.

- *Placement assessments* are administered to all new students enrolling at BHS. The assessment helps place students in the appropriate grade level where they can succeed. In languages, placement assessments determine the language level they will be placed in. This is necessary in the International Programme.
- *Diagnostic assessments* are used to discern learning challenges at the students' level. Diagnostic tests assist in determining curriculum and teaching- learning changes and inspire departmental projects.
- *Formative assessments* are of various designs. They inform the teacher of the learning process, the receptivity of students, and help manage the level of instructions as the unit is being uncovered. Here are the most popular types of formative assessment:
  - Anecdotal records
  - Class discussions
  - Classroom observations

- Lab reports
  - Prompts
  - Quizzes
  - Reflective questions
  - Short presentations
  - Homework
- *Summative assessments* are of various designs conducted when the unit is covered and their results are used to inform stakeholders about students' ability to reflect, connect, and apply their learning. Some of the most common forms of summative assessment are
- End of unit tests
  - Lab reports
  - Performance tasks
- Portfolios
  - Research papers
  - Reflections on Learning

Reflections as part of assessment are of high importance and are practiced by both teachers and students. Reflecting on teaching allows teachers to find flaws and to improve for future lessons. On the other hand, students' reflections enable them to develop understanding and make more concrete connections with the concepts being covered. Unit/Lesson Plans should include a section which allows for this type of reflective exercise.

#### *External Assessment*

Other than the internal assessments, BHS has National & International assessments at each stage of education.

In the Elementary School:

- ACER test (Australian Counsel for Educational Research)
- DELF (Diplôme d'études en langue française)

In the Middle School:

- The Lebanese Brevet Exam
- DELF (Diplôme d'études en langue française)

In the Secondary School:

- The Cambridge exams:
  - The IGCSE,

- AS Exams
- A level Exams
- The International Baccalaureate Diploma Programme
- The Lebanese Baccalaureate Official Exams

### Grading & Reporting

The school will follow the grading system specified by the curricula taught at school. Hence, the Cambridge marking system would be from A\* to F, the IB from 1 to 7 and the Lebanese Programme would follow the coefficient set by the Lebanese Government.

Many assessments are graded over the scale of 100. However, many summative assessments are graded based on rubrics which can be either analytical or holistic.

BHS has two types of report cards a grade report and a progress report:

- The grade report card is given at the end of each of the three terms, the final exams is included with the third term reporting.
- The progress report is given halfway through the first term. It informs new students, boarding students, students on probation and challenged students about their achievement before the grade report card are distributed. A second, progress report is given to challenged students half way through the second term.
- Comments in report cards are personalized.

### Test Policy

The weekly test schedule is posted on the Staff Academic Bulletin Board at the beginning of each term for teachers to fill in. For secondary students, no more than four major tests in one week can be assigned and no more than two major tests in one day can be scheduled. In the Intermediate section no more than three major tests can be assigned in one week. This applies to full period tests only.

Teachers must not allocate more than 50% of marks to tests or quizzes in any discipline.

### Review

The assessment policy shall be reviewed by the respective committee every five years.

Revised GR & IB team/ 30/6/2020

Approved SLT 13/07/20