



## Brummana High School

### Whole School Assessment Policy

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At Brummana High School (BHS), assessment plays a pivotal role in the teaching-learning process. Serving as a critical component of the curriculum, BHS utilizes various assessment avenues to make informed decisions regarding student placement, progress, promotion educational programs, and internal academic policies. *BHS views assessment as an extension of learning itself.*

#### Purpose of Assessment

1. **Mission Alignment:** To provide a focal point for students, teachers, academic administration, and the larger school community in fulfilling the school's mission.
2. **Understanding Student Needs:** To inform stakeholders about students' levels of engagement and needs in relation to both internal and external standards.
3. **Continuous Improvement:** To maintain and enhance teaching and learning methods, fostering opportunities for self-reflection among teachers and students.
4. **Diagnosing Challenges:** To identify students' learning challenges and develop effective solutions.
5. **Curriculum Development:** To update and refine the school's curriculum based on assessment insights.
6. **Policy Development:** To create and modify internal policies, ensuring alignment with educational goals.
7. **Supporting Learning Goals:** To reinforce curricular objectives and promote appropriate student learning.
8. **Standards Monitoring:** To monitor and evaluate student progress towards meeting Lebanese, IB, and Cambridge (CIE) standards.
9. **Promoting Positive Learning Attitudes:** To cultivate positive attitudes towards learning, enabling students to consolidate their understanding without undue anxiety over grades.
10. **Fostering Critical Thinking:** To develop and promote critical thinking skills among students.
11. **International Mindedness:** To nurture international-minded students who embody the IB Learner Profile characteristics.

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

**The Concept:** At BHS, we distinguish between Evaluation, Assessment, and Grading (Marking). Our educators understand that assessment takes various forms, with evaluation results reported through a grading system. This system may include progress comments and grades whether numerical or alphanumerical, depending on the program.

**Assessment Instruments:** Assessment instruments encompass a wide array of tools beyond traditional exams, such as quizzes, examinations, extended practical work, projects, portfolios, cooperative tasks, multimedia presentations, performance tasks, drawing and annotations, laboratory experiments, discussions, oral interactions, essays, research papers, and reflections

**Formative and Summative Assessments:** BHS emphasizes both formative and summative assessments. Formative assessments, including but not limited to anecdotal records, class discussions, observations, prompts, quizzes, reflective questions, short presentations, and homework, play a significant role in gauging ongoing learning progress. Summative assessments, conducted at the conclusion of units, encompass tests, lab reports, performance tasks, portfolios, research papers, and reflections on learning.

### **Effectiveness of Assessments:**

**For Students:** Effective assessment empowers students to:

- Demonstrate knowledge, understanding, and skills across disciplines.
- Develop independence in thinking and learning.
- Cultivate a lifelong learning mindset.
- Practice responsibility in meeting deadlines.
- Reflect on their learning journey and track progress.
- Uphold ethical behavior and principles outlined in the school's honesty policy.
- Utilize diverse learning styles to enhance comprehension.

**For Teachers:** Effective assessment enables teachers to:

- Stay informed about each stage of the learning process.
- Gather insights to continuously modify teaching strategies.
- Monitor student progress and development.
- Reflect on student learning experiences and their own professional growth.
- Provide timely, detailed feedback through written and oral means.
- Communicate clear criteria for producing quality work.
- Ensure fair and accurate application of assessment criteria.
- Promote and model academic honesty as per the Academic Honesty Policy.

**For Educational Leaders:** Effective assessment supports educational leaders in:

- Setting new goals for continuous improvement in the school's educational programs.
- Designing necessary educational initiatives and programs.

- Acquiring data for national and international benchmarking.
- Identifying faculty professional development needs.
- Recognizing curriculum strengths and areas for enhancement.
- Collaborating with teachers to review and revise the curriculum as needed.

**For Parents:** Effective assessment allows parents to:

- Witness evidence of their children's learning and progress.
- Offer support when needed, collaborating with school personnel.
- Celebrate their children's successes in learning endeavors.

### **Types of Assessment:**

**Placement Assessments:** Administered to new students, these assessments aid in placing students in appropriate grade levels or language programs, particularly important in the International Programme. The school currently uses CAT 4 from GL assessment along with a writing assessment.

**Diagnostic Assessments:** Used to identify students' learning challenges, guiding curriculum adjustments and departmental initiatives.

**Formative Assessments:** Varied in design, formative assessments provide ongoing feedback to teachers, informing instruction levels and adapting to students' learning processes.

**Summative Assessments:** Conducted at the end of units, these assessments evaluate students' abilities to reflect on, connect, and apply their learning across various formats such as tests, reports, tasks, portfolios, and research papers.

**Reflections in Assessment:** Reflection is integral to assessment practices at BHS, benefiting both teachers and students. Teachers reflect on their teaching methods to improve future lessons, while students' reflections aid in understanding and making meaningful connections with covered concepts. Unit and lesson plan incorporate sections for reflective exercises.

**External Assessments:** Apart from internal assessments, BHS conducts National and International assessments at each educational stage:

- **Primary School:** Cambridge Checkpoints, DELF (Diplôme d'études en langue française)
- **Middle School:** Lebanese Brevet Exam, DELF, Cambridge Checkpoints
- **Secondary School:** Cambridge Exams (IGCSE, AS, A levels), International Baccalaureate Diploma Programme, DELF, Lebanese Baccalaureate Official Exams

**Grading & Reporting:** BHS adheres to grading systems specified by taught curricula, such as:

- Cambridge marking system (A\* to F) or (A to F) in case of AS and A Levels.
- IB grading system (1 to 7)
- Lebanese Programme (as per Lebanese Government coefficients)

**Reporting Practices:**

- Grade report cards issued at the end of each term, with final exams included in the third term reporting, a midyear report card is issued for specific classes.
- Commentary sections on report cards, written by teachers and reviewed by Heads of Department, provide detailed insights into students' achievements and suggest measures for further progress. Comments on report cards are personalized to each student.

**Test Policy:** Weekly test schedules are posted on Moodle at term beginnings. Policies include:

- Secondary students: No more than four major tests per week, with a maximum of two per day.
- Intermediate section: No more than three major tests per week.
- Tests should not exceed 50% of total marks in any discipline.
- Quizzes are not allowed.

**Policy Review:** The Assessment Policy undergoes review by the respective committee every three years.

Revised GR & IB team/ 30/6/2020

Approved SLT 13/07/20

*Revised by GR : November, 2025*