

JM IB Assessment Policy

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JM Vision Statement

Jesus & Mary (JM) School, a Christian Center of Education, wholeheartedly embraces the education of the whole person, and actively participates in maximizing every learner's potential.

Jesus & Mary, a trilingual school, aims to equip the learner with a rigorous education and nurture young women and men who are vessels of faith, joy, and hope, lifelong learners, responsible Lebanese citizens, and caring individuals open to diversity and other cultures.

JM graduates are distinguished communicators, role models in society, and dedicated advocates of justice and peace.

JM Mission Statement

Anchored in Faithfulness, Yearning for Excellence

Values

Enriched by the contribution of each of its members, Jesus & Mary School systematically endeavours to develop the following values in its learners:

Academic: to nourish the quest for knowledge, the search for excellence, and the commitment to academic integrity, and to value multiple perspectives and intercultural understanding through languages, inquiry, critical and creative thinking, and interactive methodologies.

Spiritual: to reflect God's presence in every form of life and call for His honour in words and in deed, to protect, serve, and preserve the common human, cultural and ecological heritage, thus bearing the fruits of the Holy Spirit.

Moral: to educate the conscience, to develop a sense of moral goodness and hunger for the truth, and to live in faithfulness and integrity.

Social: to reflect a thorough understanding of and respect for every person's rights, and to embody human solidarity, social justice, and empathy.

Civic: to instill the genuine love and respect for Lebanon 'The Message', to defend Lebanon's sovereignty and independence, and to appreciate global interrelatedness and diversity.

(Jesus and Mary School, 2021, jmrab.edu.lb)

IB Mission Statement

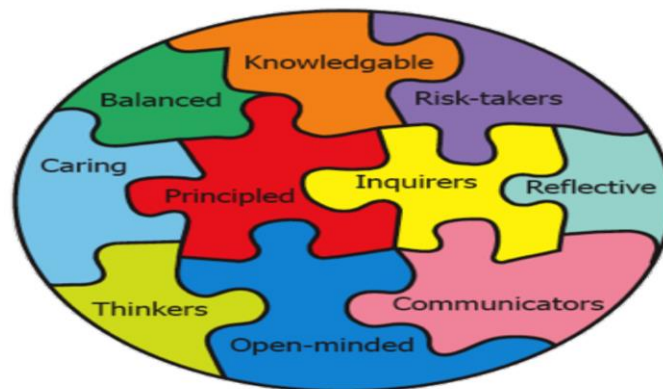
The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

(International Baccalaureate Organization, 2019)

IB Learner Profile

As stated in the JM Mission Statement, the school aims to develop the academic, moral, social, and civic values of its learners, ultimately resulting in internationally minded people who make the world a better place. In order to accomplish the IB mission statement, the learner strives to acquire ten attributes to help him/her not only develop academic skills such as critical and analytical thinking, researching, but also to be compassionate and caring individual.

The IB learner profile is summarized in the following:



(International Baccalaureate Organization, 2019)

As humanity is at the center of education, so is integrity. To maintain a culture of fairness, respect, and honesty, the IB Mission Statement and Learner Profile are key components to model and live by, therefore resulting in responsible citizens.

Assessment Philosophy

The Assessment Policy has been created in line with Jesus & Mary School Mission Statement *Anchored in Faithfulness, Yearning for Excellence*, in line with its Vision of ‘maximizing every learner’s potential’ (Jesus & Mary School, 2021), in line with the profile of a JM graduate, and in line with the IB Assessment Guidelines and Philosophy.

Assessment is a fundamental part of teaching and learning.

Assessment, in all its kinds, helps the student better understand where he/she has reached in their progression and pinpoint his/her weak points in order to strengthen them, and his/her strong points in order to build upon them. It similarly helps each learner choose their future path according to objective and measurable criteria.

Assessment also helps the teacher make sure the lesson has been grasped and competencies acquired. It also highlights the methods that ‘work’ in a given class, and those that don’t.

Assessment is as well a main part of communication with parents or guardians. It helps parents and guardians benchmark on specific criteria ranging from passing a class to being accepted at the university in the field their son/daughter has chosen.

Assessment is different from one subject to another, and not all objectives are easy to assess:

“Many of the objectives for an International Baccalaureate (IB) education are not easy to assess, but without detailed assessments of our learners, important decisions that will affect their lives will be made on less fair and reliable grounds.”

*Assessment Principles and Practices
Quality assessments in a digital age (IBO, 2018: p.5)*

Assessment is not only different from one subject to another, but can also vary or be modified following the needs of the students. Students at JM with mild learning difficulties will follow different schemes and criteria set with the Guidance and Counseling Department of Jesus & Mary School and these are detailed in the JM Inclusion Policy.

However, transparency and clear communication with the specific criteria included can only help the student move forward and meet the *Excellence* stated in Jesus & Mary’s Mission Statement and can only lead “to better understanding and ultimately a better education for our students” (IBO, 2018: p.6).

Programs at Jesus & Mary School

Jesus & Mary School provides the Montessori Method in Kindergarten, the Lebanese Program from Grade 1 to Third Secondary, and intends to start the Diploma Program of the International Baccalaureate in Second Secondary and Third Secondary.

Accordingly, assessment in each part follows the criteria of the program given and the official exams required.

The Lebanese Program consists of two official examinations:

- a- The Brevet at the end of Grade 9.
- b- The Lebanese Baccalaureate at the end of Third Secondary.

The Formal International Baccalaureate Diploma Program Assessment consists of Internal and External Assessments (IB DP exams) added to the Core requirements.

Since JM is a trilingual school, the French language is also officially evaluated by the DELF (Diplôme en Langue Française) in Grade 5 with the DELF A2, in Grade 8 with the DELF B1, and in Second Secondary with the DELF B2. It is important to note that the latter are optional exams for Jesus & Mary students.

The grading system is based on appreciations in Preschool, and number grades Elementary I (Grades 1-3) with no Term Exams. As of Grade 6, the system relies on both grades and exams.

Methods of Assessment

Jesus & Mary School relies on more than one method of assessment: Formative, Summative, and Diagnostic.

- a- *Formative Assessment* is used during the teaching and learning process and is not graded. It usually reflects where the student stands regarding the material taught. The teacher resorts to remarks, comments, appreciation grades that help the learner meet the standard and requirements needed. Formative Assessment can be oral, written, in class, or at home; it can also be an exercise, a quiz, a project, or debate... It can take the form of any activity that provides feedback regarding the material taught and learnt.
- b- *Summative Assessment* is given at the end of a Part, Chapter, skill, competency, or method. It follows the Formative Assessment and is built on grades. It is usually the final part of the learning process in a given Chapter or Unit. The Summative Assessment is the concluding part of the teaching/learning process. This part can also be used as formative; however, going back on explanation and giving more

time at that stage is quite rare though not impossible. The grades of the Summative Assessment are counted in the Yearly Average and are part of the Report Card sent to the parents.

- c- *Diagnostic Assessment* is used in specific cases and in some subject matters. It helps the teacher before starting a Chapter or notion evaluate the general knowledge and skills of the class as a whole and individually so that he/she modifies the methodology and content accordingly. The Diagnostic Assessment could be graded but the grade is not taken into consideration; it is only there as benchmark for the student, the teacher, and the parents or guardians.

Kinds of Assessment

Assessment at Jesus & Mary varies with the subject matter, the competency taught, the aim of the chapter... Still, every teacher can choose among the below bearing in mind that personal integrity and honesty are primordial all through.

Kind	Student informed?	Individual or Group	What it includes?	Grading
Drop Quiz	No	Individual	A notion studied the hour before	Minimal
Quiz	Yes	Individual	A chapter or part of a chapter	Low percentage
Test	Yes	Individual	More than one chapter or part	High percentage
Exam	Yes	Individual	Material of a term/semester/year	Very high percentage
Mock Exam	Yes	Individual	Material of the Exam itself	No
Project	Yes	Individual or group	Specific theme/topic including one subject or multidisciplinary	Depends on the project itself
Oral	Depends	Individual	Material or Competency or Skill studied in class	Varies

Assessment Records

Teachers keep track of every single student's progress by noting down his/her grades, appreciations, seriousness, and remarks.

The student receives his/her grades on his written and oral graded assessments and assignments.

The parents are informed through the School Information System called DARS for the Lebanese program and through Managebac for the IB.

The Principal can check the written work of the student, his/her grades, his/her progress, and is able to check everything on DARS and Managebac to make sure every single student is improving.

The scoring rubrics help the students be guided to correct their mistakes on their own.

Communication with Parents/Guardians

Though the students in the IB Diploma Program must rely on their own selves and take their own future in hands, their parents are still responsible for them to guide them, assist them, or put them again on the right track when need be or even to congratulate them and motivate them even more. To this end, JM has set a regular and clear feedback scheme for the parents/guardians.

Added to the below are the meetings the Principal can call for any time he/she sees there is a need to talk to the parents/guardians. As for the teachers, they can also ask for individual appointments with the parents/guardians, and the latter can also meet with the teachers any time during the year. It is important to note that the teachers also have a weekly Office Hour during which they can welcome the parents/guardians without any prior appointment. Children are encouraged to be present in every single meeting.

Month	Feedback	Detail	Aim
September	Parent Rector Meeting	Give an overview of the year	Explain what is expected of the students and the parents
November	Progress Report 1	The detailed grades the student had so far in each subject matter	Make sure the progress is fine
November and December	Parent/Guardian Meetings with Principal	Parents of students struggling or of underachievers are invited	Find a way to reach better results and outcome
December	Parent/Guardian Teacher Conference	Individual Meetings with Teachers	Give feedback regarding level, methodology, skills, study habits...
January (3S/DP2)	Report Card 1	Includes the averages of Daily grades + Exam grades + General	Present grades of the Term for 3S students and

Beginning of March (2S/DP1)		Average + decision of the Deliberation	those of the Semester for 2S students
Beginning of March (3S/DP2)	Progress Report 2	The detailed grades the student had at the beginning of this term in each subject matter + the remarks of every single teacher	Give the last Progress Report before the final Exams
March	Parent/Guardian Meetings with Principal	Parents of students struggling or of underachievers are invited	Find a way to reach better results and outcome to end the year
April (2S/DP1)	Progress Report 2	The detailed grades the student had at the beginning of this Semester in each subject matter + the remarks of every single teacher	Give the last Progress Report before the final Exams
End of June	Parent/Guardian meetings with Principal	Underachievers' parents/guardians are invited with their son/daughter	Find a solution when it is still possible
Beginning of July	Final Report Card	The yearly grades of the student + decision of the Deliberation	See the outcome of the work + if the student has passed + highlight the problems

The Deliberation Meetings

The Deliberation meetings are held after each exam week and before the Report Card is sent to the parents.

The Deliberation meetings are presided by the School Head and include the Division Principal as well as all the teachers of the class section. They aim at seeing where the student stands regarding all the subject matters and help in highlighting the positive skills and characteristics and giving advice to improve the rest.

During these meetings, the analysis of grades, progress, development, discipline, work habits, interaction in class, and specific characteristics of every student are discussed to come up with a remark or piece of advice that could be mentioned on the student's Report

Card or that could be conveyed orally to the student himself/herself and/or to his/her parents/guardians.

Link between Assessment and the IB Learner Profile

- 1- *Communicators*: the IB Program promotes language development and communication as part of its Approach to Teaching and Learning, and in return assessing these skills produces good communicators and fluent speakers.
- 2- *Risk-takers*: assessment involves thinking outside the box and extracting unfamiliar results out of unfamiliar situations. Therefore, risk-taking is a by-product of the assessment process as students are guided to explore new territories and produce fascinating results.
- 3- *Knowledgeable*: good assessment helps students become more knowledgeable and it goes hand in hand with giving and receiving feedback across all subjects, moving forward, and delving deeper into a subject matter or chapter.
- 4- *Principled*: academic honesty and assessment are two peas in a pod. Both the examiners and the students are required to be principled in assessing the academic work and completing the tasks. The JM Academic Integrity Policy sets the whole rationale in that regard.
- 5- *Thinkers*: assessment is usually divided into acquired, direct application exercises and parts that require more thinking and analysis and in which the student is asked to go one step further by using the knowledge, information, skill, given in class.

Guided, well-thought-out assessment measures the IB's approach to Learning because evaluating the students' research, social, self-reflective, and affective skills result in better human beings. In this respect, focusing on the journey rather than the destination is what matters.

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The Policy was written in the Academic Year 2020-2021

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