



المدرسة القطرية - الفرنسية فولتير
Lycée Franco-Qatarien Voltaire

Assessment Policy

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1 Statement

All teaching staff are responsible for implementing the policy and ensuring that their assessment practices are consistent with the required practices outlined in this document. The academic leadership team is responsible for staff training, monitoring and quality assurance related to the policy. The director of studies is directly responsible for reviewing and updating this policy, which will be done on an annual basis, taking into account input from all stakeholders, including students, parents, faculty and administration.

2 Evaluation practices

The evaluation process at Lycée Franco-Qatarien Voltaire	Links to IB standards and applications
<p>At Lycée Franco-Qatarien Voltaire, we find three main forms of assessment:</p> <ul style="list-style-type: none"> - Assessment for learning (diagnostic and formative) - Evaluations of learning (summative) - Assessments as learning (formative) 	<p>The IB emphasizes the use of both formative and summative assessments.</p>
<p><u>Assessment for learning (diagnostic and formative)</u></p> <p>Practiced at the beginning of the year in the form of Multiple Questions, using digital, oral or written tools, at the beginning of a sequence or chapter, it provides teachers with pedagogical benchmarks to organize learning. The diagnosis affects the choice of progression, the internal organization of the class, the documents and exercises that are proposed.</p>	<p>Assessment within the IB organization is an integral part of planning, teaching and learning.</p>

Summative assessment:

Students and their parents are clearly informed of the expectations teachers have of them and how they will be assessed.

The assessment criteria as well as the rubrics and grids for the summative assessment will be communicated with the students during the first days of the introduction of each subject. They will also be shared with parents at the first meeting of the school year.

The criteria and grid for each task will be used by the teachers for each summative assessment. Feedback with a detailed explanation of the application of the criteria and the awarding of the mark is discussed with the student on the day the corrected task is handed in.

The school communicates to members of the school community the principles, policy, and procedures for evaluation.

<p>Moderation</p> <p>Summative assessment is subject to internal assessment moderation which takes place at least twice a year. Teachers of the same subject moderate each other's assessments to ensure that the assessment criteria are applied.</p>	<p>Moderation takes place internally between teachers and externally when the IB examiners moderate the internal exams marked in school and submitted to the IB.</p>
<p>Different assessment strategies are used to evaluate student learning.</p> <p>Teachers use:</p> <ul style="list-style-type: none"> • Past papers to guide students and prepare them for external exams. • Internal exams will need to be practiced several times in class so that the student is prepared for the final internal exam. • Mock Examination: In the second year of the DP, the mock examination will be compulsory. It will be put in the calendar and done in all subjects according to a schedule fixed beforehand. <p>The summative evaluation modalities are as follows:</p> <ul style="list-style-type: none"> • Essays (essays, dissertations) involving complex tasks, such as analysis and synthesis of ideas and arguments to answer problems, based on general questions or documents. • Knowledge tests or course questions. • Oral examinations to assess the quality of oral expression and the acquisition of knowledge and skills. • Material productions that call for prior research and personal reflection (exhibitions, artistic productions). 	<p>The school uses a range of strategies and tools to assess student learning.</p>

Formative assessment

Self-assessment

The development of autonomy, learning to learn, the acquisition of a critical sense, and responsibility, it is in this sense that the learner is led to carry out the evaluation task by evaluating himself.

Peer evaluation:

Metacognitive interest for the learner:

- Questioning (confrontation with others)
- Identification of strengths, weaknesses, progress to be made
- Learning to evaluate (and to evaluate oneself)

Affective interest for the learner:

- Develops "coopetition".
- Enables adherence to the evaluation principle

Homework :

The student is committed to doing the work without any assistance (Academic Integrity).

Feedback is a very important aspect of improving learning.

NB: Formative assessments do not count towards the final grade on the report card. Only summative assessments with criteria will be considered in the report card.

The school provides opportunities for students to participate and reflect on the evaluation of their work.

The school provides feedback to students to guide and improve their learning.

3 Role of the main teacher (referent teacher)

He or she is responsible for the academic follow-up of students, in terms of learning and assessment, and for the presentation of career choices.

Regularly conducts class life hours to provide an open and frank exchange between classmates, thus contributing to a good classroom atmosphere within the IB programme.

Works in collaboration with a member of the school animation team, who is appointed to follow a class and to be able to extend on a daily basis in all parts of the school the work that the referent teacher carries out in the classroom.

Coordinates the exchange of information between the school administration, the students and their families, the educational community and the teaching teams of the different subjects to allow a better involvement of everyone in the class and the school.

Prepares the presentation of the academic profiles of the students during the class councils. He or she is in charge of giving the report cards to the families periodically and manages the constitution of the academic file which presents the follow-up carried out by the school to accompany each student in his difficulties.

Accompanies the students with special needs in their class, in collaboration with the school's support service.

Receives families and keeps them regularly informed in case of difficulties, remediation processes and follow-up to meet the needs of each student.

Coordinates the participation in the homework support of students who wish to do so or whose school results require it.

4 External and internal assessments

a) The External Assessment

The IB Organization sets the curriculum and assessment requirements leading to the award of the IB Diploma Results and is the sole organization entitled to award them.

The external exam takes place in May in all schools of our region and is a uniform assessment. IB exams are submitted to markers from all over the world. Teachers receive special training from the IB and participate in conferences.

Schools must comply with the details, restrictions, deadlines and procedures stated in the IB handbook for the relevant examination session.

b) The Internal Assessment

The internal assessment is carried out in all subjects according to well-defined criteria. It is done once for most subjects. It is included in the final grade at percentages that may vary depending on the subject.

The internal assessment is also used for oral work in languages courses, which allows teachers to choose the most appropriate opportunity to carry out formally assessed oral work and also to provide a supportive environment for it.

Continuous Assessment is still used inside the school to define term grades.

5 Access accommodations during exams

Accommodations are planned for students with special educational needs (see inclusion policy). They apply to internal exams as well as external IB exams with a request sent six months in advance to the IB.

6 The IB calendar

The International Baccalaureate program takes place according to a calendar that punctuates school life, published in advance and highlighting main deadlines, such as final exam preparations, important reports, internal exams or registration dates. This calendar has busy times and is essential for a student to be able to properly manage their efforts over time.

Overall, the first year covers the study of all the subjects and activities of the program, 9 poles. Activities must be completed for authentication before the end of the second year, while the remaining branches are reviewed in May after a study period of a few weeks. It is possible to join an IB class from another IB World School.

7 Scoring and marking

In the DP, students receive grades ranging from 7 to 1, with 7 being highest. Students receive a grade for each DP course attempted.

Grade boundaries are used to define the final grades in each band of percentages. For example, percentages from 88 % - 100 % correspond to 7 as the highest score.

All subjects are scored using IB assessment criteria and rubrics. Each subject has 3 to 4 components. In each section, the teacher follows scoring bands which present in detail the expected achievements and serve as a basis for the evaluation of the work.

A student's final diploma result score is made up of the combined scores for each subject. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance including successful completion of the three essential elements of the DP core.

8 Higher level and standard level courses

The diploma program (IB DP) comprises 6 main subjects of two levels each (SL & HL) and 3 core subjects. Everything will be organized around the core that embodies the philosophy of the IB.

The IB awards the same number of points for higher level (HL) and standard level (SL) courses, reflecting the IB's belief in the importance of achievement across a broad range of academic disciplines. (Admission politic)

HL and SL courses differ in scope but are assessed against the same grade descriptors, with HL candidates expected to demonstrate the various elements of the grade descriptors across a greater body of knowledge, understanding and skills.

9 Receiving a bilingual diploma

A bilingual diploma is awarded to candidates who complete and receive a grade 3 or higher in two languages selected from the DP course studies in language and literature.

Students who gain a grade 3 or higher in studies in language and literature and a grade 3 or higher in an individuals and societies or science subject, completed in a different language, will also receive the bilingual diploma.

10 Predicted grades

Teachers in each subject will be asked to send a predicted grade to universities that have signed an agreement with the IB and to which the student has applied.

The predicted grade, which is sent in either October or January of the second year of DP, will determine the student's admission to the University of their choice.

Thus, the student will be admitted, unconditionally if their grades are good or on condition of obtaining his IB diploma, depending on the university in question.

11 Report cards

The report card is quarterly and multilingual, it can be translated into Arabic or English if necessary (Language policy). For each subject, in addition to a numerical evaluation, an assessment of the student's achievements and qualities is written as well as advice to enable the student to continue to progress.

Muslim students are required to follow the Muslim religion courses in the national curriculum. The grade for this subject is included in the report card.

A general assessment concludes the report card by highlighting the student's achievements. It is written by the head of the section in consultation with all the teachers of the student concerned.

12 Evaluation of the Core subjects

a) Theory of Knowledge (ToK)

In the TOK course, students are assessed through an exhibition of objects and a 1600-word essay. The exhibition helps assessing students' ability to apply TOK reasoning skills to real-world situations, whereas the essay's starting point is more conceptual.

b) The Extended Essay

The Extended Essay is evaluated according to the IB Extended Essay Guide, using the following criteria:

Criterion A: area of interest and method 6 points
Criterion B: knowledge and understanding 6 points
Criterion C: critical thinking 12 points
Criterion D: Presentation 4 points
Criterion E: Investment 6 points

An explanation of the point calculation will be provided at the first meeting with the Extended essay coordinator.

The theory of knowledge (TOK) and extended essay (EE) components are awarded individual grades and, collectively, can contribute up to 3 additional points towards the overall diploma score. **(See appendix 1)**

c) The Creativity, Activity, Service (CAS) Program

The remaining element in the DP core – CAS does not contribute to the points total but authenticated participation is a requirement for the award of the diploma.

Students use ManageBac to create their CAS portfolios. Their CAS referent and the CAS Program Coordinator conduct interviews with them, monitor their progress and approve their experiences.

Students are asked to write descriptions and reflections for each of the experiences. A final reflection will be written at the end of the program.

The CAS Coordinator confirms that the student has met the requirements of the CAS Program in order to graduate.

Expectations for each core subject will be communicated to students in their first introductory subject class. They will be shared with parents at the first information meeting.

13 Logistics and Technicity

The IB Diploma Programme assessment policy was created and reviewed by the IB Diploma Programme director, the programme coordinator and the DP teaching teams. Staff members were informed of the policy development process through regular updates and were involved in its revision.

14 Availability and communication of the evaluation policy

The IB Diploma Programme coordinator is responsible for communicating the policy to teachers and parents. The IB Diploma Programme assessment policy is communicated to staff, families and students through a variety of means (for example, the creation of an IBDP Handbook) to ensure that it is received and implemented.

The assessment policy is made available to all faculty members in the school as an electronic copy on a common Google Drive, to ensure accurate tracking of updates and revisions. The policy is also available on the school website in English and French. In the coming years, Arabic and Spanish translations will be made available to maximize understanding and reach as many

individuals as possible within the Lycée Franco-Qatarien Voltaire's multilingual community to meet the requirements of the school's language and admissions policy.

15 Review Process

The director of studies, the IB coordinator and designated teachers are responsible for the review and updating of the policy, which is done in collaboration with the educational leadership team and the teaching staff. Feedback from other stakeholders, such as parents and students, should also be taken into account in the review process. The review takes place annually or in response to IB updates and contextual changes, under the supervision of the director of studies.

16 References

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17 Appendix 1

The diploma points matrix

May 2015 onwards

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

Changes from *The diploma points matrix (May 2010 - November 2014)*:

- B + C combination now results in 2 additional points (previously 1 point).
- A + E combination now results in zero points and a failing condition (previously 1 point).