

ASSESSMENT POLICY OF THE IB DP PROGRAMME

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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 at the French Qatari School Voltaire

At the French-Qatari school Voltaire, we find three main forms of assessment:

- Assessment for learning (diagnostic and formative)
- Evaluations of learning (summative)
- Assessments as learning (formative)

Assessment for learning (diagnostic and formative)

The assessment at the French school Voltaire is an integral part of planning, teaching and learning. It is 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.

Summative assessment:

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

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.

Moderation of summative assessment

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.

Internal Harmonization and Moderation Process: Teachers within the same subject group carry out moderation during regular harmonization meetings.

External Moderation (for standalone subjects): Teachers without peers within the school request moderation by correspondence with qualified external colleagues or other IB partner schools.

QIBA Sessions: Annual moderation sessions for QIBA assessments (Qatar IB Association) are organized for all subjects, as well as for Theory of Knowledge (TOK) and the Extended Essay (EE). These sessions bring together Diploma Programme teachers from all IB schools in the country to ensure consistency and quality of assessments.

A range of strategies and tools are used to assess student learning:

- Past exams: These are used to guide students and to prepare them effectively for external examinations.
- Internal exams: Internal exams should be practiced multiple times in class to ensure that students are ready for their final internal assessment. The assessment criteria used for internal exams are the official IB Diploma Programme criteria for the subject concerned.
- Mock exams: At the end of the first year of the Diploma Programme and in the second year, mock exams are mandatory. They are conducted in all subjects according to a schedule set in advance in the academic calendar.

The summative assessment methods are as follows:

- Written assignments (essays, extended essays, dissertations) involving complex tasks, such as analyzing and synthesizing ideas and arguments to address specific issues, based on general questions or source materials.
- Knowledge tests or course-related questions.
- Oral exams aimed at evaluating the quality of oral expression as well as the acquisition of knowledge and skills.
- Productions that require prior research and personal reflection (exhibitions, artistic creations).

Languages of Instruction and Assessment

In accordance with the educational guidelines of Lycée Voltaire, subjects in Group 1 (Language and Literature), Group 3 (Individuals and Societies), Group 4 (Experimental Sciences), and Group 5 (Mathematics) are primarily taught and assessed in French.

Additionally, two of the Group 4 science subjects are specifically taught and assessed in English to strengthen students' language proficiency in these disciplines and to open up new opportunities for their future academic and career pathways.

Formative Assessment

The school provides students with opportunities to participate in and reflect on the assessment of their work. It offers feedback that enables students to guide and improve their learning.

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.

Academic Integrity during Assessments

The school strictly enforces the IB's academic integrity policy, which is considered essential to learning. Teachers train students in proper citation practices, referencing (APA standards), and the ethical use of sources. All major assignments (Extended Essay, TOK Essay, Internal Assessments) are submitted through a plagiarism detection tool (Turnitin) for verification. Any confirmed breach of academic integrity rules will be handled in accordance with IB procedures, which may result in severe academic consequences, including ineligibility for the diploma.

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 direction, 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. Those 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. If a student does not submit their internal assessment, the grade “**Not Assessed**”, represented by an “**N**”, will be recorded on their transcript.

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 Accommodations

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.

Internal Procedure for Accommodations:

1. Identification and Assessment: The support service and the homeroom teacher identify and document the student’s specific needs.
2. Action Plan: Development and implementation of an Individualized Learning Plan (ILP) with the student, family, homeroom teacher, and subject teachers.
3. Internal Implementation: The accommodations outlined in the ILP are applied consistently during continuous assessment and mock exams at the school.
4. IB Request: The request for accommodations for external IB exams is submitted to the IB six months in advance.

6 General Calendar

The International Baccalaureate program takes place according to a calendar that punctuates the school year. It is published in advance and highlights main deadlines, such as final exam preparations, important reports, internal exams or registration dates. It specifically includes **internal deadlines** (drafts and final submissions) for the major programme assignments (Extended Essay, TOK Essay, Internal Assessments) to ensure that students manage their workload effectively over time and comply with the IB framework.

7 Standard Level (SL) and Higher Level (HL) Subjects

The Diploma Programme consists of six main subjects, each offered at two levels (SL & HL), along with three Core components. The programme is structured around the Core, which 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 Policy).

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

8. Awarding a Bilingual Diploma

A bilingual diploma is awarded to candidates who complete two language courses in Language and Literature and achieve a score of 3 or higher in both.

Students who achieve a score of 3 or higher in a Language and Literature course and a score of 3 or higher in either a Group 3 (Individuals and Societies) subject or a Group 4 (Science) subject, completed in a different language, will also be awarded the bilingual diploma.

9 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.

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 which is directly linked to the IB's **1-to-7 grading scale**, an assessment of the student's achievements and qualities is written as well as advice to enable the student to continue to progress. Teachers strive to align term grades with the IB grade descriptors to ensure the accuracy and relevance of predicted grades.

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.

Specific Provisions for Religious Education:

The teaching and assessment of religion strictly follow the criteria set by the Ministry of Education and Higher Education of Qatar. Attendance in this course is mandatory for all Muslim students. Although the grade for this subject appears on the transcript, it is not included in the overall Diploma Programme grade average. However, successful completion of this course is required to obtain diploma equivalency from the Qatari authorities.

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.

Communication with the Qatari Ministry:

In accordance with the requirements of the Ministry of Education and Higher Education of Qatar, a copy of the term reports is sent at the end of each academic year. This procedure aims to ensure and confirm to the national authorities the academic progress and achievement of all students enrolled at Lycée Voltaire.

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 : Framework of the Essay : 6 points
- Criterion B : Knowledge and understanding : 6 points
- Criterion C : Analysis and line of argument: 6 points
- Criterion D : Discussion and evaluation : 8 points
- Criterion E : Reflection : 4 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 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 efficiency

The IB Diploma Programme Assessment Policy is created and revised by the IB Diploma Programme Director and the teaching team. Staff members are 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 director 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 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 French Qatari School Voltaire's multilingual community to meet the requirements of the school's language and admissions policy.

15 Review Process

The IB director 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.

The assessment policy was last reviewed during the 2025–2026 academic year.

16 References

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17 Appen

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).





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