



SCHOOL  
**ASSESSMENT POLICY**  
2025 - 2026



# Duroub Academy Assessment Policy

---

Last Reviewed: September 2025

## **Our Vision**

To cultivate creative, innovative, caring individuals and visionaries who empower and inspire each other, building a purpose-driven community that impacts the world positively and promotes global change.

## **Our Mission**

To provide an outstanding educational experience that nurtures the potential within each individual through a spirit of collaboration and empathy, empowering our students with the necessary skills, knowledge, and values to create positive change in the world.

## **Philosophy of Assessment**

At Duroub assessment is an ongoing process that plays a vital role in supporting teaching, as it is one of the major measuring and monitoring tools used to assess both learning outcomes and learning process, in addition to providing essential feedback to teachers, students and parents on the educational process and development. Our assessment practices are holistic, inquiry- driven, and aligned with the five essential elements of the IB: knowledge, concepts, skills, attitudes, and action.

## **IB Learner Profile**

Inquirers	Risk-takers	Caring	Principled	Open-minded
Communicators	Balanced	Reflective		Knowledgeable
Thinkers				

## **Assessments and the IB Learner Profile**

**Knowledgeable:** Effective and purposeful assessments allow students to demonstrate their knowledge and understanding of all subjects.

**Principled:** Academic integrity is an indivisible part of an IB education. By taking responsibility for their education and dealing with them with the highest ethical standards, students learn to become self-reliant, while giving credit where it is due.

**Communicators:** Assessments demonstrate students' ability to communicate their understanding of their subjects.

**Thinkers:** Critical thinking during assessments opens students up to evaluating information skeptically, yet with an open-mind and giving the proper respect to evidence and reasoning.

**Inquirers:** Encouraging students to become life-long learners in their pursuit of knowledge by fostering a spirit of curiosity and self-motivation.

## **Purpose of Assessment**

Assessment at Duroub Academy supports and develops learning through fair, valid, varied, effective, and age-appropriate practices. It actively involves students in their learning by promoting reflection, goal-setting, and meaningful feedback, enabling learners to understand what they are learning, why they are learning it, and how to improve. While teachers guide assessment through intentional planning and analysis, students are empowered to take ownership of their learning.

Assessment also informs key decisions related to grading, progression, instructional planning, and curriculum development. It enables teachers and school leadership to identify students' strengths, needs, and progress in order to guide future teaching and learning. Through clear communication and feedback, assessment supports students in reflecting on their performance and encourages parents to engage actively in supporting the learning process.

### **Duroub Academy School Recognizes that Students**

- Have different learning styles to accommodate through differentiation
- Have different cultural experiences, expectations and needs
- Perform differently according to the context of learning
- Need to know their achievements and areas for improvement in the learning process
- Should receive feedback that is positive and constructive
- Know what the expectations are for their work and behavior at school
- Recognize and increasingly use the common assessment vocabulary used throughout the school.

**Duroub Academy ensures that parents** are fully informed of the assessment policy including:

- Purpose and principles of assessment
- Methods and criteria of evaluation
- Timing of formative and summative assessment
- Procedures for assessing and discussing assessment outcomes with teachers.

By providing clear, detailed communication- through orientations, parents meetings and clear calendar.

### **Policies of Assessment**

Strong communication, of purpose of assessment and reinforcement of the value of assessment in the monitoring, documenting, measuring and reporting of learning is important in building a shared assessment culture.

- Assessment is ongoing during the learning process against prescribed objectives and assessment criteria specific to each subject.
- Assessments support and encourage students learning.
- Ongoing assessment applying variety of methods and tools is conducted during the learning process aligned with subject group's requirements and prescribed assessment objectives.

- Assessment of students' performance should be clear, positive, objective and feedback is to be given almost immediately. This aids in maintaining a healthy environment and culture that is necessary for the well-being of the students.
- Assessment must pay appropriate attention to the high-order cognitive skills: synthetic, reflection, evaluation and critical thinking, as well as the more fundamental cognitive skills: knowledge, understanding and application. To achieve this, a wide range of assessment tools and strategies are used to foster life-long learners.
- Assessments inform, enhance and improve the teaching process. Teachers analyze the results of assessments to monitor students' understanding, to provide proper feedback about their learning and progress to both students and parents, and to take the necessary action to maintain a high standard of teaching and learning. The general process of analyzing the results of assessments is as follows:
  - 1. Collecting assessment data:** this includes test scores, homework assignments, class participation, and any other forms of assessment that have been used.
  - 2. Organizing data:** teachers organize the data in a systematic manner. This may involve creating spreadsheets or databases to input and store the assessment scores for each student.
  - 3. Reviewing individual student performance:** this helps identify students who may be struggling or excelling and may need additional support or more challenging material. This includes the participation of the student within the process.
  - 4. Analyzing learning:** teachers can collaborate to analyze data undertaken for individual learners. The outcome of this analysis informs and guides decisions about learning and teaching and to have a clear picture of student progress and achievement over time.
  - 5. Differentiating instruction:** Based on the analysis, teachers can adjust their teaching methods. For students who are struggling in specific areas, they can provide additional support, re-teach concepts, or offer extra practice.

For students who are excelling, they can provide more challenging materials or enrichment activities.

**6. Planning remediation or enrichment:** If a significant number of students performed poorly on certain topics, teachers can plan remediation activities to help those students catch up. Conversely, for topics where students excel, teachers can plan enrichment activities to keep those students engaged and challenged. These details also support the improvement of unit planning and curriculum planning in different subjects and across stages.

**7. Documenting Learning:** this can be physical or digital such as portfolios, learning logs or journals. Documentation of learning is shared with others to make learning visible and apparent.

**8. Reporting learning:** Teachers communicate assessment results with students and their parents which can involve discussing individual performance, explaining areas of improvement, and setting goals for future assessments during their parent- teacher conferences which is conducted once per semester, student-led conferences and report cards which are published to parents four times per year via school management system (Edunation).

- Assessment of students' performance should be descriptive in terms of criteria or the teacher's comments and include tips on how to improve the student's learning process. This increases the reliability of assessments and guarantees that all students are treated fairly and equally.
- Assessment is a series of interrelated experiences that enhance the learning process. Teachers are expected to assess prior knowledge before starting instruction. Teachers are expected to use a variety of assessment tools and strategies.

## Assessment Tools

Duroub Academy uses a wide range of assessment tools and strategies that are aligned with PYP guidelines. These tools serve multiple functions: monitoring, documenting, measuring, and reporting on learning.

### 1. Monitoring Tools (Daily, Formative Use):

- **Anecdotal Records:** Notes based on observations of student behavior, language use, and interactions.
- **Checklists:** A list of criteria used to track skills, behaviors, and task completion.
- **Observation Grids:** Track progress over time on specific competencies or ATL skills.
- **Exit Tickets / Reflections:** Quick, informal student reflections at the end of a lesson.
- **Learning Journals:** Ongoing student reflections on learning processes and understanding.

### 2. Documenting Tools:

- **Student Portfolios:** Collections of student work showing growth, reflection, and achievement.
- **Learning Stories:** Narrative records of significant learning moments, particularly in early years.
- **Photographs, Videos, Audio Recordings:** Capture and showcase visible thinking, collaboration, and process.
- **Graphic Organizers & Concept Maps:** Used by students to represent thinking, understanding, and connections.

### 3. Measuring Tools (Summative & Diagnostic):

- **Pre-assessments:** Used at the beginning of units to gauge prior knowledge.
- **Rubrics:** Co-constructed with students, when possible, to clarify expectations and evaluate performance.
- **Assessment Tasks:** Projects, presentations, experiments, or written pieces designed to demonstrate synthesis and understanding.
- **Quizzes and Tests:** Short assessments targeting specific knowledge or skills.
- **Performance-Based Assessments:** Real-world tasks that integrate multiple disciplines or skills.

### 4. Reporting Tools:

- **Progress Reports and Report Cards:** Shared four times a year (KGs – twice a year) using descriptors aligned with PYP/MYP performance indicators, which provide a holistic summary of student’s achievements, strengths, and areas for development aligned with the IB assessment philosophy and grading practices.
- **Student-Led Conferences:** Students present their learning journey with selected evidence from portfolios.
- **Parent-Teacher Meetings:** Teachers meet with parents twice a year to provide them with information on their child’s development and progress, strengths, needs, and growth areas. Parents have the opportunity to discuss their son/daughter’s status and the context in which learning is happening in the classroom; other individual scheduled meetings will be conducted informally throughout the year as needed.

## Effective Assessment Practices

- **Formative Assessments** are ongoing and guide day-to-day teaching. Students receive meaningful feedback and learn how to assess their own progress using co-constructed success criteria. This enables them to shift from being self-assessors to *self-adjusting* learners.
- **Alignment with IB Philosophy:** assessments should align with the IB's learner profile attributes and the IB mission to promote holistic development, intercultural understanding, international mindedness.
- **Summative Assessments** are designed to evaluate students' understanding of central ideas and key concepts at the end of a unit. They emphasize real-world application, synthesis, and creative expression, such as mid-term assessments and final assessments.
- **Self and Peer Assessments** nurture metacognition, collaboration, and personal goal setting, fostering deeper responsibility and ownership of learning.
- **Authentic and Contextualized:** assessments are authentic and contextualized to real-world situations whenever possible which helps students see the relevance of their learning.
- **Assessment of Approaches to Learning (ATL):** assessments consider students' development of Approaches to Learning (ATL) skills, which include research skills, self-management, communication, social and thinking skills.
- **Inclusive and Differentiated Assessment** ensures that every learner, regardless of need, has the opportunity to show what they know and can do in ways that suit their learning styles.
- **Portfolios** and **conferences** make learning visible to parents and promote shared responsibility in student development.
- **Academic Integrity:** Duroub Academy emphasizes the importance of academic integrity, and assessments include strategies to prevent plagiarism.

## Assessment Methods

Assessment methods at Duroub academy are based on the IB philosophy and criteria, in addition to the Ministry of Education requirements.

- **Entrance Exams:** Students wishing to join Duroub will sit for an entrance exam covering basic reading, writing and basic math skills. Afterwards, they will be interviewed by the head of the school, the primary academic coordinator and the counselor.
- **Observations:** observations of students are made by teachers on an individual basis, in groups or the classes as a whole entity depending on the age groups and subject requirements. These observations are made regularly and focus on skills, knowledge and understanding.
- **Diagnostic assessments:** they are performed biannually (at the beginning of each semester) for Arabic, English, and Mathematics and the data is collected by heads of departments and subject teachers and used to assess the current status of students to further support the learning process by pinpointing strengths and weaknesses needed for future planning and evaluation. The analysis and remedial plan are worked on collaboratively by the teachers, subject leaders, coordinators and school principal.

## PYP Performance Indicators

Duroub Academy follows IB-aligned assessment indicators, ensuring that grading reflects conceptual understanding, skills development, and student growth.

### Grading Scale

- **Exceeding Expectations** (Demonstrate deep understanding and application of concepts)
- **Meeting Expectations** (Understands and applies concepts appropriately).
- **Developing** (Progressing toward understanding with some support).

- **Emerging** (Requires additional assistance to develop understanding).

### **MYP Assessment Should:**

- Account for a variety of learning styles.
- Be differentiated to account for the diverse backgrounds of learners.
- Developed and conceived as an integral part of unit planning.
- Provide a wide variety of different assessment opportunities and to be relevant and motivating to students.
- Be criterion-related using published, agreed, learning objectives mandated by the IB and made clear to students by teachers before tasks begin, each criterion strand must be assessed a minimum of twice a year in each year of the MYP.
- Measure what students understand, what they can do and what they know.
- Be both formative (to assist students in building understanding, skills and knowledge) and summative (to assess students' acquired understanding, skills and knowledge).
- Be on-going and reflective.
- Allow students to evaluate their progress and set targets for improvement.
- Allow the school to evaluate the measure of success in meeting specific learning objectives.
- Be internally standardized both at departmental and grade level, to ensure consistency.
- Be geared toward appraisal of a broad range of concepts, attitudes, knowledge and skills appropriate to an international and increasingly complex world.

Each student's success will be measured in terms of 'levels of achievement' across the different subject groups. The level of achievement attained on each criterion will be decided by the subject teacher according to a 'best fit' in the appropriate assessment criterion level descriptor after a standardization process with like teachers of the same course.

## Awarding Grades for the IB Middle Years Programme

After a series of summative tasks, data is used to make a final judgment using the “best-fit” approach (MYP: From principles into practice). The final grade is based on the total of the four criteria along the following grade boundaries:

7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

### **Semester Grades Lower than “4”**

The parents of students who may be at risk of achieving less than 4 at the end of a semester will engage in a dialogue with the MYP coordinator aimed at implementing measures to improve achievement. Parents are also notified of any low achievement in any formative assessment. Achievement levels are monitored and investigated for a possibility of learning difficulty, if the student has a learning issue, the school may develop an individualized learning plan to support the student achieve better.

### **Standardization of Assessment: Determining Final Levels of Achievement**

In order to ensure that teachers assess their students' performance fairly, fully and appropriately, all MYP levels of achievement are internally moderated within the subject groups.

- The school's assessment cycles should incorporate regular standardization, and schoolteachers should actively support the standardization process.
- Plan the standardization session to ensure that there is time for discussion in small groups as well as across groups.
- Determine how the samples of learning will be gathered and how many. Samples provided by the teachers represent the top, middle and bottom of their class.
- Allow teachers to make judgments collaboratively about a sample of student work before making final judgments of criteria levels of their own students' achievement;
- Teachers, through discussion and clarification, come to an 'agreed' judgment of each student's achievement in relation to criteria.
- Establish what annotation is expected based on the task specific rubric.
- The school should ensure their assessment practices and standardization processes are recorded in sufficient detail, whereas a standardization form is filled out by the teacher and signed by all parties.
- Keep a record of the form and retain annotated samples with the judgment reached. These should be kept in the file for future reference.

## Reporting:

**End of semester report cards:** Students' achievement levels for all criteria for every subject group will be reported twice in January and June. Grades will be calculated using 1-7 IB grade boundaries. **(MYP: from principles into practice)**

## Assessment Review Cycle

This assessment policy is reviewed on a three-year cycle by the school principal, PYP coordinator, MYP coordinator, stockholders, members from the teaching staff and parents to ensure continued alignment with IB standards and the evolving needs of the school community. Adjustments may be made between review cycles to address significant curriculum or pedagogical updates.

## References:

- MYP: *From Principles into Practice*, IBO, Updated August 2022.
- *International Baccalaureate Organization, General Regulations, Geneva: IBO.*
- *International Baccalaureate Organization, Guidelines for developing a school assessment policy in the Middle Years Programme, Cardiff: IBO.*
- *Programme Standards and Practices. International Baccalaureate Organization (UK) Ltd., 2018. (Updated March 2019),( April 2020)*
- *Guidelines for Developing a School Assessment Policy in the Diploma Programme. International Baccalaureate Organization (UK) Ltd., 2010.*