

Stars College High School - Assessment Policy Academic Year: 2025–2026



I. Rationale and Purpose

At Stars College High School, assessment is a central component of teaching and learning. It supports academic excellence through the education of the whole person, in line with IB philosophy. By ensuring coherent and aligned practices, assessment:

- Monitors, documents, measures, and reports student progress.
- Encourages reflection, feedback, and goal-setting.
- Involves students in their own learning and fosters agency.
- Provides meaningful information for students, parents, teachers, and administrators.

Assessment also serves as a supportive mechanism to identify strengths and areas for improvement, helping students meet the standards of the IB Programmes (PYP, MYP, and DP).

II. Philosophy of Assessment

- **Learning-Focused:** Assessment supports learning by identifying growth areas and celebrating achievement.
- **Fair and Inclusive:** All assessments are equitable and accommodate students with diverse needs, including those with ILPs or who are English Language Learners.
- **Culturally Responsive:** Recognizing Arabic as the mother tongue for most students, assessments are delivered in English with appropriate scaffolding.
- **Balanced:** Both formative (assessment for learning) and summative (assessment of learning) practices are used.
- **Transparent:** Criteria, rubrics, and expectations are shared in advance to empower students as “assessment-capable learners.”

III. Responsibilities Students

- Demonstrate understanding, knowledge, and skills.
- Engage in self- and peer-reflection.
- Apply learning in authentic contexts.
- Set personal goals and take ownership of their learning.

Teachers

- Plan varied methodologies and assessment strategies.
- Standardize and moderate internal assessments (where applicable).
- Provide timely and constructive feedback.
- Ensure clarity and consistency in reporting.
- Analyze assessment data to adjust teaching and curriculum.

Pedagogical Leadership Team / IB Coordinator

- Guide teachers in implementing assessment policy.
- Ensure coverage of objectives, content, and skills.
- Support moderation, professional development, and consistency.
- Communicate assessment practices clearly to families and students.

IV. Process of Assessment

Assessment at Stars College involves monitoring, documenting, measuring, and reporting learning:

1. Monitoring Learning

- Assess prior knowledge.
- Track progress in understanding, skills, and attitudes.

2. Documenting Learning

- Collect examples of student work.
- Use benchmarks, rubrics, and statistical analysis.

3. Measuring Learning

- Align student performance with IB and school standards.
- Use formative, summative, and self-assessment strategies.
- Apply varied methods: performance tasks, investigations, open-ended responses, and selected responses.
- Integrate self and peer assessments.

4. Reporting on Learning

- Share progress through clear language.
- Focus on strengths and achievement relative to criteria.
- Issue termly progresses reports and report cards (with narrative comments and numerical grades where applicable).
- Share assessment calendars for transparency and student well-being.

V. Assessment Overview by DP Subject Groups

- **Group 1 (Language & Literature):** Individual orals and external written exams.
- **Group 2 (Language Acquisition):** Oral interactions, reading, writing, listening.
- **Group 3 (Individuals & Societies):** Research projects, investigations, case studies.
- **Group 4 (Sciences):** Experimental investigations, written examinations.
- **Group 5 (Mathematics):** Explorations, problem-solving examinations.
- **Core (TOK, EE, CAS):** TOK Essay & Exhibition, Extended Essay (4,000 words with research support), and ongoing CAS reflections.

VI. Assessment and Inclusion

Assessment accommodates students in alignment with IB Access and Inclusion Policy:

- Extended time
- Clarified instructions
- Modified question formats

Supports are coordinated between the IB Coordinator and the Inclusion team.

VII. Language and Academic Integrity Assessment:

- Respects the school's Language Policy by ensuring accessibility and comprehension.
- Supports the Academic Integrity Policy by promoting originality, ethical research, and correct citation practices.

VIII. Feedback and Reporting

- **Feedback:** Timely, descriptive, and constructive.
- **Reports:** Issued termly to families, including grades and narrative feedback.

IX. Connections to Other Policies

- **Admissions Policy:** Entry based on prior academic results and interviews.
- **Language Policy:** Assessment aligned with standards and frameworks.
- **Academic Integrity Policy:** Ethical scholarship emphasized across all assessment tasks.

X. Monitoring and Review

- Reviewed annually by the Assessment Policy Committee.
- Informed by input from students, staff, and parents.
- Teachers trained in current IB and school-wide assessment practices.

Last Updated: August 2025