

Stars College High School - Assessment Policy

Academic Year: 2025–2026



Name of Policy	Assessment Policy
Reviewed by	DP staff and coordinator, MYP coordinator, PYP coordinator, Head of School
Date	Oct.31, 2025
Date of next review	June,01,2026

I. Mission & Vision

Mission

Stars College aims to contribute to the formation of distinguished national personalities, equipped with administrative, scientific, social, historical, media, and educational capabilities. The school emphasizes equipping students with modern language and scientific skills, fostering lifelong learning, and instilling values of ethical citizenship so that graduates contribute positively to society.

Vision

To cultivate a dynamic learning environment that empowers students to become innovative, ethical leaders and engaged citizens, equipped to navigate and contribute positively to a diverse and rapidly changing world.

II. 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).

III. Philosophy of Assessment

- **Learning-Focused:** Assessment supports learning by identifying growth areas and celebrating achievement.
- **Culturally Responsive:** Recognizing Arabic as the home language 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.”

IV. 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.

- 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

Effective documentation of student learning ensures that assessment is transparent, consistent, and reflective of each learner's progress over time. At Stars College High School, documentation involves multiple sources of evidence and analytical approaches to accurately capture student achievement and growth.

2.1. Collect Examples of Student Work

To build a comprehensive picture of learning, teachers will systematically gather representative samples of student work across different subjects and learning stages. This includes:

- **Classwork and homework** that demonstrate daily learning and practice.
- **Projects, essays, laboratory reports, and creative tasks** showing application of knowledge and skills.
- **Digital evidence** such as multimedia presentations, online discussions, and e-portfolios.
- **Assessment** tasks such as tests, quizzes, and performance assessments.

Each piece of collected work provides evidence of specific learning outcomes and competencies. Teachers will annotate and store these examples in accordance with school data management protocols to ensure accessibility for analysis, feedback, and moderation.

2.2. Use Rubrics, and Statistical Analysis

To ensure that assessment is fair, consistent, and data-driven, the following methods will be used:

Rubrics:

Teachers use standardized rubrics that describe specific criteria for evaluating different skills and tasks. Rubrics promote objectivity, transparency, and consistency in scoring and feedback. They also help students self-assess and set goals for improvement.

The use of rubrics, and statistical analysis supports evidence-based decision-making, continuous improvement, and equitable learning outcomes for all students.

3. How Assessments are Documented

Assessment documentation is an ongoing process designed to provide a complete and accurate record of student learning. The documentation process ensures transparency, consistency, and accountability in measuring progress toward learning outcomes.

3.1. Recording Assessment Data

- Teachers record assessment results (both formative and summative) using the school's official data management system:

Daily Formative Assessments

At Stars College, daily formative assessments are quick, real-time checks conducted at the end of each class to measure students' understanding of the day's learning objective. These short assessments—such as exit cards, sticky notes, or one-minute papers—provide teachers with immediate feedback on what students have mastered and which concepts may require further review. The insights gained from these assessments enable educators to adjust their instruction instantly, ensuring that every student remains on track toward mastering the material before moving forward.

Biweekly Objective Assessments

At Stars College, weekly objective assessments are conducted once every 2 weeks in each subject to ensure that students have acquired the essential knowledge in the core disciplines. These assessments are given in Arabic, English, Mathematics, and Science, beginning from Grade 1. Each biweekly objective assessment includes Depth of Knowledge Level 1 questions and contributes a specific percentage to the term's overall grade.

Monthly Performance Tests

The Monthly Performance Tests at Stars College are held once each month to evaluate a set of learning objectives in the same core subjects, starting from Grade 1. Each monthly performance test includes questions from Depth of Knowledge Levels 1, 2, and 3, and contributes a designated percentage to the term's total grade.

Summative Assessments:

The End of Term Performance Tests at Stars College are competency-based assessments conducted three times per academic year to evaluate students' mastery of key competencies in each subject, starting from Grade 7. Each end of term performance test includes questions from Depth of Knowledge Levels 1, 2, 3, and 4, and contributes a specific percentage to the term grade.

- Records will include grades, rubric scores, written feedback, and notes on student performance.
- Each assessment entry will link to specific learning outcomes, ensuring that data reflects both achievement and growth.

3.2. Collecting Evidence of Learning

- In PYP, Teachers **collect representative samples of student work** for each assessment type — such as written assignments, projects, presentations, and practical tasks.
- These samples will be stored digitally (on the school's Learning Management System) or physically in student portfolios.
- Each piece of work will be labeled with the student's name, subject, date, and assessment criteria.
- In MYP and DP, students must collect their work in portfolios, checked monthly by their teachers.

3.3. Using Rubrics

- All assessments will be evaluated using **standardized rubrics** aligned to school and curriculum standards.
- Rubrics are attached to student work to provide clear evidence of the evaluation process.

4. Reporting on Learning

Reporting is communicating to others the knowledge gained from assessing student learning.

Reporting in Stars College should include parents, students and teachers in the process.

The information reported should: provide meaningful information, focus on strengths and achievements, and describe the student achievements based on the stated standards and outcomes.

It is also based on purposeful and free of complex and technical terms. Fair, clear, comprehensive, and accurate assessment serves as a guideline for improvement.

Formal reporting to parents takes place three times a year:

- 1. First term report:** A written report and meetings with all parents
- 2. Second term report:** A written report and meetings with all parents.
- 3. Third term report:** A written report and meetings with all parents.

Promotional decisions for each student will be included in the final report. Photocopies of all documented meetings with parents and all formal “Progress Reports” are placed in the student’s file.

V. Assessment Overview by DP Subject Groups

- **Group 1 (Language & Literature): (English A for all DP students, Arabic A for Lebanese students)** Individual orals and external written exams.
- **Group 2 (Language Acquisition), (Arabic B for Lebanese students):** 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.

National requirements for the Lebanese students in the DP: Arabic A or Arabic B, in addition student must take civics and history.

At **Stars College**, the integration of **Diploma Programme (DP)** assessments with **national requirements** is achieved through a coordinated and balanced approach that ensures students meet both **IB Diploma standards** and the **national educational framework**. The school aligns its curriculum maps so that subjects required by the national authority are taught alongside IB Diploma courses, ensuring full coverage of both sets of standards. Internal and external assessments prescribed by the **International Baccalaureate (IB)**—such as Internal Assessments, Extended Essays, and Theory of Knowledge components—are complemented by national examinations and school-based assessments to satisfy local graduation requirements. The assessment calendar is carefully structured to prevent overlap and manage workload effectively, while moderation processes ensure consistency in grading across both systems. Final grades are reported in formats that meet IB certification criteria as well as national transcript requirements. Through this dual-aligned system, **Stars College** guarantees that students graduate with qualifications recognized both **internationally** and **nationally**, maintaining academic integrity, rigor, and compliance with all educational authorities.

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:

At Stars College, the process of standardization of students' work ensures fairness, reliability, and consistency in assessment across all subjects and grade levels. Teachers collaboratively design common assessments, rubrics, and marking schemes aligned with learning objectives and appropriate Depth of Knowledge levels. Before administration, assessments are reviewed to confirm clarity and alignment, and they are conducted under standardized conditions to ensure equity. All written assignments for Grades 10,11 and 12 and Diploma Programme (DP) students will be submitted through Turnitin to verify originality and uphold academic integrity, with any cases of misconduct addressed according to the school's policy. Teachers apply agreed marking criteria, engage in moderation sessions to compare and align grading decisions, and analyze results to identify trends and support student progress. This process guarantees that every student's performance is assessed with transparency, consistency, and academic honesty.

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.