

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
Established 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 6. 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. Use of Assessment Criteria Across DP Subjects and Core Components

Assessment in the Diploma Programme at Stars College High School is criterion-related: each student's performance is measured against predefined descriptors that describe specific levels of achievement, rather than against other students' results. This approach ensures fairness, consistency, and alignment with the IB Learner Profile and the school's commitment to integrity, inclusion, and growth.

The same underlying assessment philosophy applies across all subjects and core components (Theory of Knowledge, Extended Essay, CAS), allowing for a coherent understanding of achievement, reflection, and academic integrity across the curriculum.

Application of Assessment Criteria

IB assessment uses both analytic markschemes and descriptive criteria:

- Analytic markschemes are used for structured, predictable responses (e.g., Mathematics, Sciences).
- Descriptive criteria are used for open-ended or interpretive tasks (e.g., Languages, TOK, EE).

All teachers apply the "best fit" approach, determining which level descriptor most closely matches the student's overall performance, using internal standardization sessions to ensure consistency.

Subject-Specific Assessment Criteria

Group 1: Studies in Language and Literature

English A: Language and Literature (HL/SL)

Students are assessed on four criteria:

1. **Criterion A:** Knowledge, Understanding and Interpretation — Understanding of texts, ideas, and author's purpose.
2. **Criterion B:** Analysis and Evaluation — Analysis of language, structure, and style.
3. **Criterion C:** Focus and Organization — Clarity, logical development, and coherence of ideas.
4. **Criterion D:** Language — Accuracy, register, and style appropriate to the task.

These are applied in Paper 1 (Textual Analysis), Paper 2 (Essay), and Internal Assessments (Individual Oral).

Arabic A: Language and Literature

Criteria are parallel to English A, with equal emphasis on:

- Interpretation of literary and non-literary texts.
- Analytical writing and oral commentary.
- Clear expression in academic Arabic appropriate to context.
- Appreciation of cultural and linguistic nuance.

Group 2: Language Acquisition

Arabic B (HL/SL)

Assessed across four main criteria:

1. **Criterion A:** Receptive Skills – Understanding written, spoken, and visual texts.
2. **Criterion B:** Productive Skills – Expressing ideas in writing and speaking with accuracy and appropriateness.
3. **Criterion C:** Interactive Skills – Communication and engagement in oral interaction.
4. **Criterion D:** Use of Language – Range, accuracy, and register of language use.

French ab initio

As an introductory language course, assessment focuses on:

- Comprehension of basic written and spoken texts.
- Simple written communication with clarity and basic accuracy.
- Ability to interact in familiar everyday contexts.
- Demonstrated control of grammatical and lexical structures.

The criteria mirror those of Language B but are adapted to the beginner proficiency level, emphasizing communication over complexity.

Group 3: Individuals and Societies

Economics (HL/SL)

Assessment criteria evaluate both conceptual understanding and applied analysis:

1. **Criterion A:** Knowledge and Understanding of Economic Theories.
2. **Criterion B:** Application and Analysis of Real-World Issues.
3. **Criterion C:** Synthesis and Evaluation of Economic Arguments.
4. **Criterion D:** Use of Economic Terminology, Data, and Diagrams.

Internal Assessment (commentaries) and external papers assess analytical ability, data interpretation, and evaluative reasoning.

Group 4: Experimental Sciences

Physics, Chemistry, and Biology (HL/SL)

Each science applies common IB criteria, tailored to the specific discipline:

1. **Criterion A:** Knowledge and Understanding of Scientific Concepts.
2. **Criterion B:** Application and Analysis – Application of theory to problem-solving and experimental data.
3. **Criterion C:** Synthesis and Evaluation – Drawing conclusions, evaluating procedures, and recognizing limitations.
4. **Criterion D:** Communication – Organization, terminology, units, and conventions.
5. **Internal Assessment (IA)** – A scientific investigation assessed on:
 - Personal Engagement.
 - Exploration (methodological design).
 - Analysis (interpretation of data).
 - Evaluation (validity and improvements).
 - Communication (report presentation).

The sciences emphasize conceptual understanding and scientific inquiry, connecting theory to practical experimentation.

Group 5: Mathematics

Mathematics: Analysis and Approaches (AA) HL/SL

Assessment criteria measure mathematical reasoning and precision:

1. **Criterion A:** Knowledge and Understanding of Concepts.
2. **Criterion B:** Problem Solving – Applying knowledge in novel contexts.
3. **Criterion C:** Communication and Notation – Use of clear, logical mathematical argument and notation.
4. **Criterion D:** Technology and Accuracy – Appropriate use of technology and verification of solutions.
5. **Internal Assessment** – Mathematical exploration demonstrating personal insight, inquiry, and rigor.

Mathematics: Applications and Interpretation (AI) HL/SL

Criteria reflect real-world modeling and data analysis:

1. **Criterion A:** Mathematical Modeling and Interpretation of Real Data.
2. **Criterion B:** Application of Technology – Effective use of calculators and software for modeling and statistics.
3. **Criterion C:** Communication and Organization of Mathematical Work.
4. **Criterion D:** Reflection and Evaluation – Assessing reasonableness and reliability of models.
5. **Internal Assessment** – A project-based investigation emphasizing application and relevance to authentic contexts.

4. Core Components

Theory of Knowledge (TOK)

Assessed through two components:

- **Exhibition** – Understanding the relationship between knowledge and the real world.
- **Essay – Critical analysis of knowledge questions.**

Criteria focus on:

1. Understanding Knowledge Questions.
2. Analysis and Justification of Ideas.
3. Organization and Coherence.
4. Evidence and Real-World Application.

Extended Essay (EE)

Assessed on five global IB criteria:

1. Focus and Method.
2. Knowledge and Understanding.
3. Critical Thinking.
4. Presentation.
5. Engagement.

Each criterion emphasizes independent research, academic writing, and reflection.

Creativity, Activity, Service (CAS)

While ungraded, CAS completion is mandatory for the diploma. Students demonstrate achievement of seven learning outcomes, documented through reflections and evidence, confirmed by the CAS Coordinator and DP Coordinator.

CAS is not graded but is **evaluated on completion**.

A student's portfolio must demonstrate:

- Balanced involvement in all three strands.
- Achievement of the seven learning outcomes.
- Authentic evidence and reflections.

Failure to complete CAS requirements results in **no award of the IB Diploma**, as per IB regulations.

Moderation, Standardization, and Fairness

- Internal standardization sessions ensure consistent teacher interpretation of IB criteria.
- The DP Coordinator oversees training on marking, moderation, and use of exemplars.
- External moderation by the IB validates internal assessments to maintain global comparability.
- Assessment evidence and feedback are archived for IB verification visits.

Formative and Summative Application

- Formative use: Teachers employ IB criteria in regular feedback, helping students understand performance levels and improvement areas.
- Summative use: Criteria are applied precisely according to official subject guides and IB mark descriptors.

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.