



Assessment Policy

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Review Cycle: 3 years

Next Review: June 2026



Wellspring Learning Community

Assessment Policy

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Related Policies:

Language Policy

Admissions Policy

Learning Diversity Policy

Promotion Policy

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Wellspring Learning Community

Assessment Policy

Wellspring Learning Community's Mission Statement

Wellspring aims to establish an inquiry-based learning environment in which students from diverse backgrounds are given every opportunity to optimize their social, emotional and academic capacities and talents. Our students will become confident, resourceful, creative, caring, responsible global and local citizens prepared to use their education to contribute in meaningful ways towards improving society, both locally and internationally.

Rationale

The assessment philosophy of Wellspring Learning Community is consistent with the principles and practices expected by the International Baccalaureate Organization (IBO).

The purposes of assessment are to promote student learning, to provide information about student learning and to contribute to the evaluation of the effectiveness of the program.

An assessment provides students with feedback on their performance and enables them to set specific goals to reach expected learning outcomes for each subject area. Through distinct types of assessment, school stakeholders gain data on how students are developing as inquirers and global citizens in addition to their competency in different content areas. The analysis of the data helps identify the needs of the students and inform decisions for differentiation and classroom support as well as for content improvement.

Assessment at Wellspring is an ongoing activity that varies in methods and purpose. It is used as an approach to evaluate the extent to which the curriculum is rigorous and the effectiveness of the teaching/learning practices. Wellspring aims for assessment to be authentic, clear, specific and varied to portray a well-rounded representation of students learning. Assessment serves to provide meaningful feedback to teachers, students, parents, program coordinators and administrators.

Types of IB Assessments

Placement Assessments

Placement tests in languages are used whenever a new student joins Wellspring. The placement results help in placing the student in the right phase (level) of the language acquisition course or determine that the student's level of proficiency is such that they are not language acquirers and must therefore enroll in language and literature courses.

Diagnostic Assessments

Diagnostic assessments at Wellspring are used whenever students' academic results or performance either fall below expectations or reveal misconceptions. They are administered to "diagnose" the roots of the problem at hand which will guide the design of targeted remediation or reteaching.

Formative Assessments

- Formative assessments provide teachers with evidence about students' learning. They are applied continuously to improve teachers' instructional methods and respond to students' identified needs. Teachers use formative assessment during every language unit, lessons and concept learning
- Formative assessments provide teachers and students with data about how learning is developing.
- Formative assessment helps students improve knowledge and understanding, foster enthusiasm for learning, engage in thoughtful reflection, develop the capacity for self-assessment, and to recognize the criteria for success.

Summative Assessment

- Summative assessments show the students' conceptual understanding of the central idea of either the transdisciplinary unit of inquiry or of any teaching outside of the programme of inquiry.
- Summative assessment is a cumulative learning assessment that helps describe student achievement.
- Summative assessment may assess several elements simultaneously and gives students an opportunity to exhibit what has been learned through inquiry in authentic context.

The Four Dimensions of Assessment

A. Monitoring Learning:

Regardless of the programme, or grade level, learning is activated through prior knowledge, student agency, learning experiences, self-reflection, collaboration with others, and peer feedback to guide next steps. Monitoring learning is a systematic and intentional practice where teachers and students themselves check their progress against personal learning goals and success criteria.

- Pre-assessment occurs before beginning new learning in order to uncover prior knowledge and experiences, as well as to direct further learning. In a pre-assessment, teachers assess the students' prior knowledge of the central idea and the transdisciplinary skills and other relevant areas.

B. Documenting Learning:

The documentation of student learning is an essential assessment practice relevant to all students. The practice entails the collecting and analyzing of evidence of learning whether in person or online. Teachers will use a range of strategies to document student experiences and journeys to assess learning and progress. The evidence may include videos, audio, photographs, graphic representations, written records of student conversations, comments, explanations and hypotheses as well as annotated pieces of student work that may form part of a student's portfolio or e-portfolio – a tool used to record students' involvement in the learning process and their growth over time.

C. Measuring Learning:

The aim of measuring learning is to focus on students' knowledge and understanding at a "particular point in time". Formal and informal assessments occur regularly. Regardless of programme or grade level, feedback is provided by the teacher, mentor or peer in a timely manner. Marked work will be returned to

students as soon as possible with appropriate oral and written feedback. Comments will be constructive and aimed at helping students improve.

D. Reporting Learning

Reporting progress, checklists and the bi-annual issuing of progress reports usually comes before or after school-initiated meetings. The school has designated times for parent meetings at least two times per term and parents may always arrange for an individual meeting to discuss their child's progress. The school may at any time request a special meeting to discuss academic or behavioral issues.

Meetings:

Parent-Teacher Conferences (PTC):

PTCs for all parents are held at least once a year for Early Years and elementary students and are usually done at the end of the first Unit of Inquiry. PTC are designed to give parents insight into the student's progress and to address the concerns of parents and teachers. During these conferences, teachers share feedback and action items that the school and parents will work on to support student progress.

Three-Way Conferences:

Three-Way conferences are held for school parents once a year, and usually, are held at the end of the first Unit of Inquiry chapter or before the end of a marking period. These conferences join the students, parents and teachers in one meeting. Students are responsible for reflecting upon the work samples they have chosen to share. Students, parents, and the teacher collaborate to establish and identify the student's strengths and areas for improvement. This may lead to the setting of new goals with determining how the student can support the achievement of the goal. The teacher is an integral part of the process and takes notes of the discussion.

Student-Led Conferences:

An IB requirement for all early years and elementary students is usually done during Term 2. Students are responsible for leading the conference and taking responsibility for their own learning by sharing the process with their parents. It may involve students demonstrating their understanding through a variety of different learning situations.

Teacher-Student Conferencing:

During school hours or after school, a casual one-to-one meeting to reflect upon general schoolwork, a particular assignment or further refinement or development of skills needed to meet specific criteria or standard of work. This short informal meeting may be initiated by the student or teacher.

Administration Requested Meetings:

These meetings can happen anytime during the school year to follow up on concerns or check in on progress. They will be initiated by teachers, instructional leaders, and/or school leader, or initiated by the parents.

Reports

Written reports are seen as records for students, parents, and the school. Reports that indicate areas of strengths, areas for improvement, and where students are involved in providing input (through self-assessment) as helpful aids to a student's development.

PYP Check-ins:

The interim check-ins are specifically designed to give parents of Nursery till Grade 5 students an understanding of their child's work habits, strengths, goals, action plan or deadlines. These are published in November and April.

MYP, DP, LB Check-Ins:

Reporting of available achievement levels for criteria that have been assessed up to the time of publishing. An overall subject grade is not necessarily generated. Rating of descriptors - work submission and participation - is available for parents and students.

According to Wellspring's Promotion Policy, November check-ins for MYP, DP and LB are followed by academic notices sent to students at risk. This is also followed by the Parent-Teacher conferences that take place in December where parents of students are encouraged to book appointments to meet the teachers and discuss plans of support.

Progress Reports:

Progress reports are issued twice a year in February and July. Progress reports, depending on programme, report marks and comments about the student's progress in the transdisciplinary concepts and skills, subject specific skills, approaches to learning skills, development of IB attitudes, action and learner profile. All teachers involved in the student's learning have an opportunity to comment and recommend next steps.

In the MYP, a third report (End of Year) is generated along with the issuing of make-up exams for students who have failed 3 subjects or less. Promotion committee deliberations take place at this point and at a second point after make-up results have been generated.

Educational Assessment Tools

The following educational tools may be used to encourage, monitor and demonstrate learning.

- **Rubrics:** an established set of criteria for rating students. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate the work on a predetermined scale. Rubrics can be developed by students as well as by teachers.
- **Checklists:** are lists of information, data, attributes, or elements that should be present. A mark scheme is a type of checklist.
- **Anecdotal Records:** brief, written notes based on observations.
- **Exemplars:** actual samples of student work, which serve as benchmarks for overall comparison of achievements.
- **Continuums:** continuums are visual representations of developmental stages of students' learning which include charts, pie charts and bar diagrams.
- **Informal assessments** during class time could include different types of observations: open and or closed questioning, "thumbs up, thumbs down", "think, pair, share", "traffic lights", peer and self-assessments. Teachers will observe each student's work during lessons and keep a record of their observations.
- Investigations and experiments
- Role playing and performances
- Questioning and debates
- Projects and presentations
- Mind maps

Culminating Events and Tasks Unique to the IB

PYP Exhibition-Grade 5

In Grade 5, the final year of the PYP at Wellspring, students take part in the PYP Exhibition. The Exhibition is a culminating, transdisciplinary, self-directed experience that requires each student to demonstrate their understanding of the five essential elements of the programme: Knowledge, Concepts, Skills, Attitudes and Action. The Exhibition provides an authentic summative assessment for the PYP. The Exhibition allows students to exhibit what they have learned through the PYP and celebrate their learning in an authentic and relevant context.

The MYP Personal Project-Grade 10

The Personal Project where MYP Year 5 students engage in a self-directed inquiry over an extended period. The students apply their approaches to learning skills and explore how much they have developed in terms of their IB learner profile attributes throughout their journey in the MYP. The project will require them to employ their disciplinary knowledge, skills acquired through approaches to learning (ATL) and the awareness of the global contexts.

Service Learning-PYP, MYP

All students also take part in service as action every year in at least one subject. This component is documented on Managebac (reporting and curriculum planning platform at Wellspring) in terms of the planning and student reflections but is not assessed through any set criteria.

The DP Extended Essay of 4,000 Word Research Paper-Grade 12 Creativity, Activity, Service (CAS) Grade 12 IB and Lebanese Program

Assessment in the Primary Years Programme (PYP)

PYP is a transdisciplinary programme that develops internationally minded students who exhibit the learner profile attributes. As such, the effectiveness of the programme is evaluated based on the achievement of the set programme goals. The Wellspring Early Years follows the assessment structure of the Primary Years with emphasis on daily and weekly observation lists that track the students' individual progress in developmental, literacy and numeracy skills.

Assessment is central to the PYP goal of thoughtfully and effectively supporting students through the acquisition of subject-specific knowledge, the understanding of concepts, the development of approaches to learning (ATLs) and attitudes, in addition to making decisions to take responsible action.

The Wellspring assessment policy for the Primary Years Programme (PYP) aims to provide clear and consistent guidelines for evaluating student progress and achievement. The assessment criteria include three key ratings:

- Subject strand indicators,
- Participation,
- Work submission.

Each strand of the subject is accompanied by specific descriptors that indicate student performance level. These descriptors and ratings provide a framework for assessing and communicating student performance. Teachers will use a variety of formative and summative assessment strategies to gather evidence of student learning and growth. Assessment data is recorded and analyzed to inform

instructional practices and plan for students' support to ensure student progress.

The descriptors and their corresponding ratings are as follows:

For the Subject strand indicator:

- Novice: Students are introduced to the skill/objective and can watch others performing it. (observation)
- Developing: Students simulate others who use the skill and use the skill with scaffolding and guidance. (emulation)
- Practitioner: Students apply the skill confidently and effectively. (demonstration)
- Expert: Students can show others how to use the skill and accurately assess how effectively the skill is used. (self-regulation)
- N/A: The category does not apply to the student for this subject for the term. Details are referenced in the Teacher and Principal's comments.

For participation:

- Full: The student participates regularly during the sessions.
- Partial: The student participates sometimes during the sessions.
- Limited: The student rarely participates during the sessions.
- N/A: The category does not apply to the student for this subject for the term. Details are referenced in Teacher and Principal's comments.

For work submission:

- Full: The student completes all or most of the tasks assigned in a timely manner.
- Partial: The student completes some of the tasks assigned in a timely manner.
- Limited: The student rarely or never completes tasks assigned.
- N/A: The category does not apply to the student for this subject for the term. Details are referenced in the Teacher and Principal's comments.

Additionally, Teacher and Principal comments will be included to provide specific feedback and address individual student circumstances where necessary. By implementing this assessment policy, Wellspring aims to ensure fairness, consistency, and transparency in evaluating student achievement within the PYP. It is the school's commitment to support each student's learning journey and promote their holistic development.

Wellspring timeline for Assessment and Reporting - Primary School

September	Beginning of Year Assessments
November	First Interim Report and Three-way Conference
February	Term One Progress Report

April	Second Interim Report and Student-led Conference
July	Term Two Progress Report

Assessment in the Middle Years Programme (MYP)

The MYP assessments are internal. The teachers develop a range of assessment tasks, which give adequate opportunity to the students to achieve the objectives of each subject group. To ensure that teachers assess their students' performance fairly, fully and appropriately, all MYP levels of achievement are internally standardized and then moderated within subject groups.

Standardization and Moderation of Assessment

Standardization is a practice that develops a shared understanding of what different achievement levels in each criterion of a specific subject may look like. This practice requires the teachers to first study several examples of student work available on the teacher support material (TSM) on MyIB.

- Moderation of student work is done anonymously and is carried out by the supervisors, the Personal Project Coordinator and the MYP coordinator to ensure fair grading. IB grade boundaries will then be applied to the criterion levels totals to decide the grade for each student.
- Criterion-based, utilizing the learning progression-set assessment criteria published in the MYP guides which are made explicit and clear to students at the beginning of each new unit and in every assessment.
- Each criterion strand must be assessed at least twice a year in each year of the MYP.
- Achievement levels in each criterion are pre-determined in both MYP formative and summative assessments after standardization within the department. (See below section: Standardization and moderation of assessment).
- In each MYP year, the students will take part in one Interdisciplinary Unit (IDU) planned between 2 subjects. The IDU is assessed through IDU criteria (A, B, C) for which the IB has set a specific rubric with clear descriptors.
- Rubrics describe eight levels of competency (or achievement levels) against the objectives. Judgments are made by referring to the levels of achievement and assigning the level that best describes the quality of work submitted.
- Marking may involve assigning a level of achievement (as per MYP rubrics) or giving students descriptive feedback.
- All teachers are responsible for supporting literacy and will address spelling, punctuation and grammatical issues in an appropriate manner without penalizing students on language use in terms of level of achievement unless language use is part of the subject-specific criteria being addressed in the assessment.
- MYP teachers announce the summative task criteria and level descriptors at least once a week in advance of student deadlines.
- Formative tasks may be announced 3 days ahead of the deadline and could be unannounced when done informally.
- Marked work will be returned to students as soon as possible with appropriate oral and written feedback. Comments will be constructive and aimed at helping students improve.

- The formative assessment feedback should be documented on Managebac and should be provided to all students who fail a formative assessment. Summative assessment feedback should be documented through comments on all student tasks with no exception.

Assessments in the Lebanese Program Grades 6-10

All Lebanese program courses (referred to as "MS" middle school courses) are graded according to the Lebanese point system and follow a mark scheme set by the teacher that best serves the assessment of the learning outcomes in preparation for the Lebanese official exams. These assessments mostly assess knowledge and content-based curricula and follow a specific rubric.

Best Fit Approach to Marking and Grading

According to the IB's document "Further guidance for developing MYP assessed curriculum", the MYP approach does not require students to achieve a passing level in each strand of each criterion to be awarded a passing achievement level or progress to the next level. More details regarding the best-fit approach are available in the FPIP document ("MYP: From principles into practice" 76).

- The level of achievement attained on each criterion will be decided by the teacher according to a 'best fit' between different summative assessments targeting the same criteria after a standardization and moderation process with the teachers of the same course and the department's Subject Leader.
- Moderation with the MYP Coordinator is required when no agreement about the achievement level is reached within the department.

The final grade is based on the total of the four criteria along the following grade boundaries ("MYP: From principles into practice" 93):

Grade	Boundary guidelines	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
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.
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.
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.
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.
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.
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.

Wellspring timeline for Assessment and Reporting – Middle School

November	First Check-in Report and Parent-teacher conference
February	Term One Progress Report
April	Second Check-in Report
July	Term Two Progress Report & End of Year Report

Assessment in the Secondary Programmes

Assessment in the Secondary Programmes is criterion-related in the IB using subject specific descriptors or rubric-related for the Lebanese Baccalaureate (LB). Teachers communicate task sheets and share expectations related to academic integrity and deadlines with the students.

- Formative and summative assessment practices are carried out to ensure proper understanding of subject content, encourage self and peer assessment, and enable students to focus on DP and LB content.
- Formative assessment results are analyzed to facilitate learning and to address any weakness that might appear in any subject area. Teachers use the formative assessment results to direct further learning.
- Summative assessment practices allow students to exhibit their learning against the DP assessment criteria or the LB rubric in each subject area.

Internal moderation, an integral part of assessment to ensure credible achievement levels, is carried out whenever necessary. Teachers keep accurate records of formative and summative assessments in their DP and LB grade books on Managebac and meet regularly with the IBDP coordinator to share assessment practices and to report student achievement.

Managebac communicates assessment records for each subject to parents and students. Conferences with students and parents allow for discussion of student achievement and support future learning. Achievement levels of students are converted from DP grades into national Lebanese equivalence to meet the requirements of the Ministry of Education (MEHE) and into a Grade Point Average (GPA) for the purpose of university transcripts.

Secondary Programme Assessment Procedure

IB Grading

Regular assessment tasks are carried out including:

- Formatives – to assess understanding, not graded according to IB criteria
- Externals – based on past IB questions and graded according to the IB criteria
- Internals – based on the internal assessment component of the IB subjects, graded according to the IA criteria as set for each subject by the IB.

Full reports are issued at the end of term 1 and at the end of the year. An informal check-in is carried out mid-term to monitor student progress and to identify possible at-risk students. Students and parents are informed and are reminded about the promotion policy for the full diploma, Grade 11 to Grade 12. Students may be advised to follow the Courses track. For non-exempt students, the alternative is the Sociology/Economics track of the Lebanese Baccalaureate.

Note 1: Students following the Course track may opt to take 1 or 2 subjects officially in the IB. In this case they must meet all the requirements of the full diploma in those subjects. In other subjects, students may have modified assessment tasks and content.

Note 2: Non-exempt students must take History and Civics according to the Lebanese Baccalaureate curricula. These subjects are not assessed in any official examinations and are not included in the final averages.

Grades are recorded on the Managebac gradebook. The grade boundaries are set the same for all subjects according to the following table:

Test Grade	IB Grade
0 – 35	1
36 – 45	2
46 – 55	3
56 – 65	4
66 – 75	5
76 – 85	6
86+	7

The weightings for the assessment categories are:

Grade 11:

- Homework – reported on the gradebook only as presented or not presented
- Formative 15%
- External 55%
- Internal 30%

Grade 12 Term 1:

- Homework – reported on gradebook only as presented or not
- Formative 10%
- External 70%
- Internal 20%

Grade 12 Term 2:

- Homework 0% reported on gradebook as presented or not
- Formative 0 % reported on gradebook as not graded
- External/Internal – as the subject guides

For school transcripts, the grades are reported as IB levels (1-7) and are recorded according to the following table:

Level	% Equivalence
1	20

2	40
3	55
4	70
5	83
6	92
7	98

Lebanese Program Grading

Regular assessment tasks are carried out including:

- Homework –only reported on the gradebook
- Formatives – to assess understanding, not graded by official rubric
- Externals – based on past questions and graded according to the relevant rubric

Full reports are issued at the end of Term 1 and at the end of the year. An informal check-in is carried out mid-term to monitor student progress and to identify possible at-risk students. Grades are recorded on the Managebac gradebook.

The weightings for the assessment categories are:

- Homework – presented or not presented
- Formatives – 25 %
- Summative – 75%

Each subject is weighted according to the official government guidelines:

Economics /80

Sociology /80

Mathematics /70

Arabic Language and Literature /60

Philosophy and Civilizations /50

English Language and Literature /40

Geography /30

History /30

Civics /30

Physics /20

Chemistry /20

Biology /20

Wellspring timeline for Assessment and Reporting – Secondary School

November	First Check-in Report and Parent-teacher Conference
February	Term One Progress Report
April	Second Check-in Report
July	Term Two Progress Report & End-of-Year Report

Works Cited

“From principles into practice.” International Baccalaureate, IBO, 2022