

ADVANCED FOR EDUCATION



# BRITISH ACADEMY OF TUNIS

**DP ASSESSMENT POLICY**

**2023/2024**



Achieving Excellence Together



# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

### INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.





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**\*BAT: British Academy of Tunis**

## BAT Mission

British Academy of Tunis is engaged in preparing inquisitive, well-informed, caring, and internationally well-educated students who are aware and tolerant of a cross-cultural environment as future global citizens. We value intellectual curiosity and independent, critical and creative thinking to promote learners' potential and maximize their growth. We train our learners to be compassionate, ethical, respectful of differing views, beliefs, and cultures, and responsible individuals who positively contribute to the well-being of global communities concerned with making a difference.

## BAT Vision

Our vision at BAT is to foster a distinguished learning community committed to excellence, innovation, collaboration, life-learning, and tolerance. We inspire our students to become creative, caring, and compassionate members of a global society. The school's vision also involves educating all students to the highest levels of academic achievement to reach and expand their potential and prepare them to become productive and responsible students with solid ethics.

## BAT Values

British Academy of Tunis (BAT) believes effective teaching and learning both occur in a safe and structured educational environment. BAT practices a holistic approach to education where students, teachers, and families are unified in the educational best interests of all students. BAT's model for success incorporates the right for each student to become a reflective, well-informed, and open-minded inquirer with solid principles. Our values involve attributes representing a wide range of human capacities and responsibilities surpassing intellectual development and academic success. All students and teachers at the British Academy are treated with respect regardless of age, race, gender, religion, or nationality. We are a community, and we achieve excellence together.

## BAT principles

A – **ability** nurtured, flourishes

C – **curiosity** fostered, grows

H – **INTEGRITY** is the best practice, and our policy builds on it

I – **integrity**, lead by example

E – **excellence** takes unending work

V – **veracity** is the foundation of education

E – **encouragement** is provided by all of us together

## Assessment Philosophy Statement

At the British Academy of Tunis, we are dedicated to developing open-minded lifelong learners who collaborate to understand, celebrate, and impact our diverse school and the world's communities. We commit ourselves to creating an enriched learning environment through a challenging curriculum, intercultural lines of inquiry, and authentic assessment focused on the learner. We believe that assessment is vital to teaching and learning since it drives instruction. It is central to the goal of thoughtfully and effectively guiding children through the five essential elements of learning: understanding of concepts, acquisition of knowledge, mastery of skills, development of attitudes, and decision-making towards action. At BAT, constructive feedback, self-assessment, reflection, and peer review are powerful tools for developing student agency and self-regulated learners. Teachers and students at BAT collaborate to create criteria charts, set learning goals, plan and modify units of inquiry, and assess learning. We value the steps taken during the learning process as much as the outcome. We believe that assessment is essential in guiding our planning and teaching practices to help our students reach their full potential.

## Purpose of Assessment

The ultimate purpose of assessment is evidently to evaluate learning and guide teaching. It provides meaningful feedback to students, parents, administrators, and teachers. Through various assessment types, all stakeholders gain information on how students are progressing within different content areas and how they are developing as inquirers and globally-minded citizens. Assessment is a helpful tool for teachers to evaluate the effectiveness and depth of the curriculum and to improve planning and instruction. The analysis of assessment information and data helps teachers best support the unique needs of students as it informs decisions made for differentiation within classroom.

## Implementation

Throughout our Programme of Inquiry, students are offered opportunities to share their conceptual understanding as they actively participate in the learning process. Students' learning is promoted through assessing prior knowledge and experiences, creating meaningful learning opportunities, regularly engaging in self-assessment and reflection, providing feedback to guide the following steps, collaborating with peers and offering peer assessment, promoting intercultural understanding, and encouraging student agency.

Data about student learning quality is gathered in a variety of ways:

- Student work samples
- Unit of Inquiry Reflection and Goal Setting Sheets
- Results of pre-assessments, formative assessments, and summative assessments
- Results of in-class assessments
- Student performance or development based on teacher-created or collaboratively created criteria charts, rubrics, and learning continuums
- Results of annual Assessments

## Types of Assessment

Formal and informal assessments occur regularly to inform the instructional program. The various types of assessments used at BAT are explained below.

## 1. Feedback

Feedback is a vital component of the assessment process, providing timely and constructive insights to students. Through written or verbal communication, teachers and peers offer guidance, celebrate achievements, and highlight areas for improvement, fostering continuous learning and growth.

Feedback practices and techniques:

- Ensure that written feedback is provided promptly, allowing students to address areas for improvement while the content is still fresh in their minds.
- Conduct one-on-one or group sessions where teachers provide verbal feedback to students, encouraging dialogue and clarification.
- Incorporate positive reinforcement in feedback, highlighting not only areas for improvement but also recognizing and celebrating students' achievements.
- Establish peer feedback circles where students provide constructive feedback to one another under the guidance of a teacher.
- Develop feedback surveys that allow students to provide feedback on teaching methods, materials, and the overall learning experience.

## 2. Formative Assessment

Formative assessment is frequently used throughout the learning process to find gaps in learning, identify specific struggles, and determine the next steps. These structured and unstructured

assessments provide continuous feedback on the learning process and plan the next stage of learning.

Formative Assessment practices can take different ways:

- Anecdotal and conference notes
- Student reflection and goal setting
- Classroom observation
- Constructed responses
- Informal/formal quizzes and tests
- Graphic Organizers
- Rubrics: student and teacher-created
- Progress Monitoring assessments (*ongoing assessment*)
- Visible Learning Strategies (*a method in which a learner utilizes graphs, charts, maps, and diagrams*)
- Everyday class performance
- 

## 3. Summative Assessment

Summative assessment is used to measure the acquisition of information, skills, and progress toward major concepts, as well as the transfer of what is learned to new situations. Through these assessments, students are given varied opportunities to

demonstrate their learning.

Summative Assessment practices can include:

- Student reflection and goal setting: notebooks, logs, exit slips
- Student and teacher created exemplars and rubrics
- End of Unit/Module Tests
- IB Unit Planner Summative Assessments allow students to demonstrate their understanding of the central idea. Students are encouraged to express that understanding using varying learning styles, multiple intelligences, and abilities. The summative assessment task provides opportunities for the student to apply what is learned to a new situation and to demonstrate and reflect.

#### 4. Self and Peer Assessment

Students actively participate in assessing their progress, identifying strengths, weaknesses, and establishing personal learning goals. They employ various methods, such as maintaining self-reflection journals, engaging in goal-setting exercises, and participating in regular check-ins to evaluate their understanding. Peer Assessment encourages students to critically evaluate their peers' work, promoting collaboration and a deeper comprehension of the subject. Techniques encompass peer review sessions, collaborative group projects with shared assessments, and constructive exchanges of feedback. This approach cultivates a collaborative learning environment, enhancing both individual and collective understanding.

### Reporting and Communication

Recognizing student achievement and communicating this with the BAT community is something we value and occurs in several ways.

#### 1. Written Reports

- Academic Report Cards are completed and communicated three times a year at the end of each term. These summative reports for the current academic year share student achievement in meeting grade-level standards using a percentage-based grading scale that the school coins as per international grading system practices. Starting from the current school year, 2023-2024, a new IB-based grading scale of 1 - 7 demonstrating transdisciplinary skills (Communication, SocialSkills, Thinking Skills, Self-Management, and Research Skills) is applied. Teachers provide written comments on student performance and development.
- For the first year (2023-2024), parents will be provided with Progress Reports comprising both grading system scales (BAT scale & IB scale) for them to be familiarized with the new IB scale.

#### 2. Conferences

- Parent/Teacher Conferences are held at the end of each term. Parents and teachers meet to discuss student progress and achievement, goals, or next steps.
- Student-led conferences will occur starting from the third term of the 2023 - 2024 schoolyear. Students will demonstrate agency by leading the conference by sharing work Samples and reflections with parents. Students will identify their goals and next steps for where they need to improve, as well as their strengths and evidence of the development of the learner profile.

#### 3. Parents' Access via Microsoft Teams:

- Parents will have convenient access to their child's report cards through Microsoft Teams. This platform facilitates seamless communication and enables parents to stay actively involved in their child's academic journey, fostering a collaborative partnership between educators and families within the BAT community.

## Assessment in the IB Diploma programme

BAT commits to ensure that its Diploma Programme implementation will fully comply with the IB assessment philosophy, and Diploma Programme internal and external assessment procedures and criteria for the DP subjects and core elements.

All DP assessments are criteria-based, and scaffolded across both DP years following the course progression and “best fit” model.

### Transparency

The DP subjects and core elements assessment criteria are communicated to students from Day 1 in the DP1 year, and self / peer assessments are part of the strategies aiming at developing students' progress.

### Internal assessment

Internal assessment is administrated by the teacher and graded by the teacher following the school's DP internal assessment calendar, then moderated by the IB .

### External assessment

The external assessment session in the Tunisian region is May. Students sit for externally provided and assessed exams for all their DP courses.

### The Core assessment

The theory of knowledge (TOK) course, the Extended Essay (EE) and the creativity, activity and service programme (CAS) are the three elements of the core.

The TOK exhibition and essay, and the Extended Essay are assessed based on a core assessment matrix, and the CAS programme portfolio is assessed on a pass or fail criteria based system, based on various criteria communicated to the students

### Diploma award conditions

<https://www.ibo.org/about-the-ib/what-it-means-to-be-an-ib-student/recognizing-student-achievement/about-assessment/dp-passing-criteria/>

### Mock exams



The objective of the formal summative mock examination sessions, which are held in the DP 1 year at the end of semester 1 and semester 2, in the DP 2 year at the end of semester 1, is to prepare students for their DP external assessments in their various DP courses based on the DP past exams and the IB Question bank.

At BAT, the DP classes will follow the IB DP 1 to 7 grading scale.

### **Feedback**

Summative assessments and mock exams are followed by teacher students / teacher student parent feedback meetings to discuss, orient and guide students' progress.

### **Standardization**

Standardization is implemented across the board among same subject teachers to ensure assessment consistency

### **Links to other documents:**

BAT assessment policy is fully aligned with the school's mission and vision, as well as to its admission, academic integrity, inclusion and language policies.

Differentiation for SEN students, and academic integrity orientation and implementation, are implemented in alignment with the school's relevant policies and in full compliance with IB expectations, requirements, and procedures.

### **Policy Review**

The DP assessment policy is reviewed once a year. It is reviewed with the teaching staff, administrators, program coordinators, and parents during professional development before the start of the school year. Feedback and input from all stakeholders guide the revision of the policy to meet the needs of our school community best. This assessment policy is also reviewed through its governance structure once every five years during the charter renewal cycle.

### **For more detailed information:**

The DP passing criteria

<https://www.ibo.org/about-the-ib/what-it-means-to-be-an-ib-student/recognizing-student-achievement/about-assessment/dp-passing-criteria/>

The DP assessment and exams

<https://www.ibo.org/programmes/diploma-programme/assessment-and-exams/>

## Understanding DP assessment

<https://www.ibo.org/programmes/diploma-programme/assessment-and-exams/understanding-ib-assessment/>

## Assessment principles and practices - Quality assessment in a digital age

<https://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/assessment-principles-and-practices-2018-en.pdf>

\*This policy has been developed by the Assessment policy committee, reviewed by all staff and approved by the board of governors.

Assessment Committee:

Mr Maher Ben Achour

Ms Yara Mawlawi

Ms Dorsaf Kouki

Ms Jouda Daoud