

The Lebanese School - Qatar

IB DP Assessment Policy

Philosophy

At LSQ, we believe assessment is a dynamic tool, not a static measure. We foster a love for learning by empowering students to become inquisitive and reflective individuals. Our educational philosophy prioritizes curiosity and growth, and assessment plays a vital role in nurturing these qualities.

Grounded in the IB values, we utilize diverse assessment practices beyond mere testing. We measure progress through authentic tasks, self-reflection, and insightful feedback, ensuring each student receives personalized support and guidance. This collaborative and supportive environment allows them to thrive, not just survive. This policy serves as an extension to our established LSQ Assessment Policy. It addresses the specific requirements and guidelines set forth by the IB assessment guidelines, grading, and success criteria.

Guiding Principles

Engaging Assessments:

- We use various assessment tools and strategies to promote higher-order thinking skills. This includes traditional tests, quizzes, essays, projects, research, debates, presentations, and lab reports.

Transparency and Empowerment:

- We make assessment criteria, processes, and feedback clear and easily accessible to all students.
- We foster a learning environment where students take ownership of their learning and build self-confidence.

Continuous Improvement and Feedback:

- We provide ongoing, positive, and constructive feedback to help students self-assess, improve, and set goals.
- Students receive graded tests with learning objectives for targeted relearning and reassessment opportunities.
- Self-reflection and goal-setting are encouraged through learning portfolios and reflection sheets.

Valid and Reliable Measures:

- We employ assessments that accurately reflect learning and align with IB criteria.
- Teachers create and use diverse assessment tools to measure various skills and understanding.

- All assessments adhere to rigorous academic integrity regulations to ensure fairness and validity. Students receive detailed guidance and support from teachers throughout the assessment process.

Roles and Responsibilities

Students:

- Understand and abide by all policies: Assessment Policy, Academic Integrity, and general school regulations.
- Be accountable: arrive on time and be prepared.
- Meet deadlines: submit work punctually and follow timetables.
- Present work professionally: neat, formatted, and cited correctly.
- Use technology responsibly.
- Stay informed: check class announcements, messages, and emails regularly.
- Seek help readily: ask teachers and attend support sessions.

Teachers:

- Follow grading/assessment beliefs of LSQ and academic integrity policies.
- Provide adequate time and resources for assessments.
- Assess and return work promptly as per the guidelines.
- Analyze data to identify individual needs and learning styles.
- Use diverse assessment and teaching strategies.
- Offer formative feedback before summative assessments.
- Consider student schedules and use meaningful assessments.
- Value the quality of learning demonstrated over numerical representations.
- Seek a comprehensive assessment of student learning at course completion, encompassing the entirety of the material rather than isolated fragments.

Senior Leaders:

- Allocate time for teacher collaboration and data analysis.
- Create timely exam schedules for students and teachers.
- Provide teachers with adequate planning time.
- Plan and organize professional development sessions aimed at improving assessment skills.

- Share student learning data with the school community.
- Analyze IB data for improvement plans.
- Communicate assessment and other related policies clearly to students and parents.

Parents:

- Familiarize themselves with policies and general regulations.
- Support children with time management and deadlines.
- Motivate children and encourage regular review.
- Respect the school calendar and ensure daily attendance.
- Provide a quiet study space and encourage a balanced lifestyle.
- Offer positive and constructive support (without compromising authenticity).
- Communicate directly with teachers regarding their child's progress.

School-Based Assessment

Below is a table that identifies the number of assessments in each DP year and per subject. These assessments aim to prepare students for their IB DP External Assessment.

Subject	No of Assessments	
	DP 1	DP 2
English A	5	4
French A	5	4
Arabic B	5	4
Economics	8	4
Digital Societies	5	4
Biology	8	4
Chemistry	8	4
Physics	8	4
Computer Science	5	4
Math	8	5
TOK	5	2

Assessment Components Specific to IB DP

We assess student learning in various subjects and core requirements, using diverse assessment methods detailed below:

Internal Assessments:

The Internal Assessments (IAs) represent a fundamental part of the IB Diploma Programme. They allow students to delve into subject areas in-depth, following specific criteria and forms set by the IB to ensure a standardized and rigorous assessment experience. Throughout the process, teachers provide guidance and support while refraining from interfering with their work's specific content or presentation. This approach nurtures independent learning, critical thinking, and research skills, preparing students for the various assessment methods and independent study they will encounter in higher education and beyond.

Internal assessments can be essays, investigations, experiments, presentations, and more. They contribute 20-30% of the final grade in each subject, depending on the subject group. The deadlines for internal assessments are set by individual teachers based on the school's academic calendar.

External Assessments:

External assessments (EA) are standardized exams conducted by the IB at the program's conclusion in DP year 2. Depending on the subject, they comprise written, oral, and practical assessments.

External assessments contribute to 70-80% of the final grade in each subject, depending on the subject group. External assessment (EA) exam dates are published annually by the IB in advance, typically occurring in May. Specific dates for each subject and level (Higher Level, Standard Level) are available on the IB website.

The DP Core Assessments include:

- Theory of Knowledge (TOK), an essay and an exhibition analyzing knowledge across disciplines.
- Extended Essay (EE), an independent research project resulting in a 4,000-word essay.
- Creativity, Activity, Service (CAS), a reflective portfolio documenting participation in creative, active, and service-oriented experiences.

Theory of Knowledge (TOK) and Extended Essay contribute up to three marks towards the final grade. CAS is not part of the final grade but is a requirement for graduation.



Subject	External Assessment	Weightage	Internal Assessment	Weightage
Language A: Language and Literature	Paper 1	35% SL/HL	Individual Oral (15 mins)	30% SL 20% HL
	Paper 2	35% SL 25% HL		
	Essay (HL only)	20% HL		
Language B	Paper 1	25% SL/HL	Individual Oral	25% SL/HL
	Paper 2	50% SL/HL		
Digital Societies	Paper 1	40% SL 35% HL	Inquiry Project	30%
	Paper 2	30% SL 20% HL		
	Paper 3 (HL only)	25% HL		
Economics	Paper 1	30% SL 20% HL	Portfolio	30% SL 20% HL
	Paper 2	40%SL 30% HL		
	Paper 3 (HL only)	30% HL		
Physics/ Biology/ Chemistry/	Paper 1	36% SL/HL	Scientific Investigation	20% SL/HL
	Paper 2	44% SL/HL		
Computer Science	Paper 1	45% SL 40% HL	Solution	30% SL 20% HL
	Paper 2	25%SL 20% HL		
	Paper 3 (HL only)	20% HL		
Math AA	Paper 1	40% SL 30% HL	Exploration	20% SL 20% HL
	Paper 2	40%SL 30% HL		
	Paper 3 (HL only)	20% HL		

Theory of Knowledge / Extended Essay Matrix (DP Passing Criteria)

		THEORY OF KNOWLEDGE				
		A	B	C	D	E
Extended Essay	A	3	3	2	2	Failing condition
	B	3	2	2	1	
	C	2	2	1	0	
	D	2	1	0	0	
	E	Failing condition				

A grade of E in EITHER Extended Essay OR Theory of Knowledge is a failing condition, and therefore, the student will not be awarded the IB Diploma.

This table breaks down how the IB Diploma score is calculated:

Component	Points Possible	Description
Subjects (6 x 7)	42 points	Individual subject grades range from 1 (lowest) to 7 (highest). Higher Level (HL) and Standard Level (SL) subjects contribute equally.
Theory of Knowledge (TOK) & Extended Essay (EE)	Up to 3 points	TOK and EE are assessed separately and awarded a maximum of 1 point each. Refer to the Diploma Points Matrix for specific point combinations.
Total	45 points	The maximum achievable score in the IB Diploma program.

Achieving the Diploma

A diploma will be awarded to a candidate subject to the conditions outlined under the *DP Passing Criteria*.

- CAS requirements are met.
- The candidate has achieved at least 24 total points.
- A grade has been awarded in all subjects, TOK and the EE.
- A grade of at least a 2 has been awarded in all subjects.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The candidate has at least 12 points on HL subjects. (For candidates who register for four HL subjects, the three highest grades count).
- Candidates have at least 9 points on SL subjects. (Candidates who register for two SL subjects must be awarded at least 5 points at SL).

Internal and External IB Assessments Calendar

The IB Assessment calendar will be shared and discussed with all IB students and staff every year. The calendar outlines all the internal and external assessments students must undertake during their two-year IB program. With a good grasp of this calendar, students can plan their studies smartly, effectively manage their workload, and stay on top of their academic requirements.

Examination Results

Examination results are available in July following May IB Examination Session. If requested by the student, results are made available to universities either in electronic format or as a transcript of grades, as appropriate. The results indicate the grade a candidate has been awarded for each subject, including the additional Diploma requirements of Theory of Knowledge and the Extended Essay. The results also indicate the completion of Creativity, Activity, Service (CAS) and total number of points for the Diploma, if a Diploma has been awarded.

Grading & Marking

LSQ IB teachers and the IB coordinator will follow the IB assessment protocol for recording, reporting, and evaluating internal and external assessments as specified in the *Handbook of Procedures for the Diploma Programme*. Beyond mere scores, our IB teachers nurture a culture of self-reflection, revision, and continuous growth. By actively encouraging these practices, we strive to ensure that grades accurately reflect each student's true learning journey and potential.

LSQ has a standardized process for assessing student work as follows:

- Teachers of the same subject convene to standardize assessment
- Sample student work is collected representing a range of achievement levels (high, medium, low)
- Teachers analyze the samples together, applying the assessment criteria and justifying their evaluations with evidence from the student work
- A shared understanding of grading expectations is established through discussion and moderation of students' work.

The IB coordinator and teachers will communicate and plan together the IB Testing Timeline, including all relevant dates. The IB teachers and coordinator will keep IAs in both paper and electronic forms and record them through IBIS. They will also submit requested papers for moderation. The IB coordinator and the IB teachers will schedule May IB assessments, secure testing papers, and organize and train invigilators.

Recording and Reporting

To maintain transparency and facilitate collaboration, the students' progress is recorded and reported consistently using various mediums, such as the school portal, Managebac, and parent-teacher conferences.

Throughout the academic year, the school provides students and their parents with progress reports to inform them of academic performance. DP 1 students and their parents receive a total of five reports, while DP 2 students and their parents receive four reports. This helps ensure that students are on track to meet their academic goals and parents can stay up to date with their child's progress.

Homework

Homework is crucial in reinforcing concepts, practicing skills, and fostering independent learning. However, its volume and nature are carefully balanced to encourage a healthy school-life balance and avoid undue burden.

Retaking DP Exams

In the event that a student is dissatisfied with their grades in a particular subject, Theory of Knowledge (TOK), or Extended Essay (EE) requirements, they may choose to retake the subject(s). This can be accomplished during the examination session six months after the initial assessment. It is important to note that retake fees will apply.

Policy Review

This policy was written in February 2024 and updated in September 2024. The academic senior leadership team will continue to monitor the application and effectiveness of this policy. It will be reviewed every two years and updated as necessary.

References

General regulations: Diploma Programme. International Baccalaureate Organization, 2016. ibo.org, https://resources.ibo.org/dp/resource/11162-occ-file_d_0_dpYYY_reg_1404_1g_e/data/d_0_dpYYY_reg_1609_1g_e.pdf. Accessed 24 July 2018.

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International Baccalaureate Organization (2024, February 20). 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/>