

# **The Lebanese School - Qatar Curriculum and Assessment Policy**

## **Introduction**

LSQ aims at providing its students with premium education, so they are able to thrive in a competitive, digital, and challenging world. It supports and challenges each student to achieve at the highest possible level. This is done in a safe, secure, and positive environment so every student is valued and prepared to make a positive contribution to his/her society.

## **Curriculum Standards**

LSQ curriculum, which spans from Pre-K to Grade 12, is based on the Lebanese Official Curriculum, developed by the Center of Research and Development in the Lebanese Ministry of Education and Higher Education and published on its website. In addition to this foundation, the Lebanese School of Qatar has enhanced its curriculum by integrating international education standards into the existing curriculum.

## **Curriculum Delivery**

The curriculum stretches over 34 weeks, leaving 4 weeks, integrated within the school year, for curriculum enrichment and collaborative events, such as productions, cultural days, science fairs, field trips, exams, revision weeks, etc. All the curriculum's subjects are taught with differentiation, as necessary, and cross-curricular links are made where appropriate. In addition, high-quality resources, among them the E-Learning platforms, are used to support the curriculum. Also, homework is set on a weekly basis to link the curriculum with learning at home and reinforce the learned concepts.

## **Curriculum Review Process**

LSQ strives to provide its students with premium learning and to create a positive environment that fosters good communication and collaboration among its staff members. For this purpose, it conducts two curriculum revision meetings per year, led by the Instructional Specialist and the HOSs, who monitor the implementation of the curriculum to ensure its continuity, progression, consistency, and efficiency, in line with the agreed guidelines. The Instructional Specialist works collaboratively with the middle and senior leaders to organize and implement the following practices:

1. Engage transitional cycle and grade-level coordinators in the curriculum review to foster partnerships and collaborations and maximize support and sharing of expertise.
2. Conduct an audit of current teaching practices, program delivery, assessment modes, and students' outcomes.

3. Review the curriculum vertically, looking for missing links to narrow down any achievement gaps.
4. Review the curriculum horizontally, looking for authentic links among the different subjects.
5. Review the assessment part of the curriculum and ensure its alignment with the curriculum standards.
6. Plan for change in instruction and interventions and implement procedures that will lead to full and sustainable improvement.
7. Build the capacity of school educators to strategically and intentionally ensure students' success by implementing a school-wide professional development plan, learning support systems, and integrated approaches to data-informed decision-making.
8. Review the existing resources and evaluate the impact of introducing new ones.
9. Assess the impact of changes that directly impact the curriculum and its implementation.

### **Assessment at LSQ**

Assessment at the Lebanese School of Qatar is considered integral to high-quality teaching and learning. It is an ongoing process of gathering, analyzing, and reflecting on evidence to monitor students' learning and achievement, provide feedback for students and parents, and inform curriculum and instruction. This assessment policy ensures that a consistent, rigorous assessment and reporting process is adhered to across the school.

### **Purpose of Assessment**

Assessment aims at:

- identifying the learning needs of an individual student or a group of students
- informing instruction, planning, target-setting, and intervention
- enabling learners to receive constructive guidance about how to improve
- informing parents of their child's experiences and achievements

### **Types of Assessment**

#### **Diagnostic Assessment**

These assessments are conducted as needed and serve as a baseline measurement of students' knowledge and skills. They can be graded, but they do not affect the overall average of the student. By identifying students' strengths and weaknesses, they inform instructional planning and ensure that teaching effectively addresses individual needs.

### **Formative Assessments**

At LSQ, using formative assessment effectively is essential in daily teaching. It involves observing, questioning, discussing, and collecting feedback on student learning throughout lessons. This feedback is not only for teachers; it also helps students understand their progress and areas for improvement and keeps parents involved in their child's learning journey. Teachers then use this feedback to plan, adjust, and reshape learning experiences to meet individual, group, and cohort needs based on their current abilities and emerging learning goals. As a result, formative assessment is fundamental to lesson planning, delivery, and the organization of learning. It ensures that all stakeholders are informed and engaged in the learning process. They may or may not be graded, but they do not factor into the overall student average.

### **Interim Assessments**

Interim assessments are formal evaluations conducted after the completion of a specific chapter or unit of study. Unlike formative assessments, which can be short and informal, interim assessments are longer and more comprehensive. Depending on the need, interim assessments may be announced in advance, or they may not.

These assessments are graded and contribute to the overall student average. Their primary purpose is to measure students' understanding of the completed chapter and to provide feedback on their progress. Interim assessments can include a variety of formats such as tests, projects, or presentations.

### **Summative Assessments**

Summative assessment evaluates student learning, skills acquisition, and academic achievement at the end of a term. It permits educators and administrators to assess the materials, curriculum, and instructions' efficiency and to know what works and what does not, to be able to meet international and local standards. Students in Grades 6-12 take summative assessments twice a year: at the end of term 1 and the end of term 2.

### **Mock Exams**

Practice exams are created to replicate real exam conditions, helping students prepare for external / standardized assessments. They do not influence the student's overall average.

## **Standardized Assessments**

Standardized assessment allows the school to enhance the quality of teaching and learning by identifying areas that need improvement, assessing growth, and comparing its students' performance with that of other students at a national and international level.

Standardized assessment at LSQ includes:

- MAP (Measure of Academic Progress) for KG2- Grade 8 and Grade 10 students
- SAT for Grade 11 students
- Lebanese Official Exams for Grades 9/EB9 and 12 /ES3 students
- DELF for EB3, EB6, EB8, and ES2 and some students from the English section
- TIMSS for Grades 4 & 8 students
- PISA for Grade 10 students

## **Assessment at Preschool to Grade 5**

Assessment at the Preschool level is designed to guide and optimize children's development and learning, taking into account the varying requirements of each age group. This assessment framework is based on standards derived from both national and international curricula, ensuring it is developmentally appropriate.

Assessments focus heavily on foundational skills and are conducted in a playful, supportive environment. The emphasis is on the holistic development, incorporating social, emotional, and cognitive growth. Teachers utilize a variety of informal, formative and summative assessment methods to gain an accurate understanding of each child's knowledge, comprehension levels, and skills.

Assessments are more structured and rigorous for students in Grades 1-5 while still incorporating age-appropriate practices. These students will engage in diagnostic, formative, interim, and summative assessments, placing a stronger emphasis on academic skills and critical thinking. At the beginning of each school year, teachers dedicate the first two weeks to gathering data through diagnostic tests to assess each student's baseline. Ongoing evaluations throughout the year consist of formal assessments, projects, and written assignments to monitor their progress.

## **Assessment at Grades 6-12**

Students in grades 6-12 experience a variety of assessments. These include diagnostic, formative, interim, and summative assessments. Diagnostic assessments help identify students' strengths, weaknesses, and knowledge gaps. Formative assessments, such as questions, exit tickets,

exercises, or reflections, are integrated into daily lessons to gauge student understanding. Short quizzes and tests are administered regularly to monitor progress and mastery of specific learning objectives. Additionally, students may demonstrate their learning through projects, collaborative work, presentations, or performances, depending on the subject and grade level. Interim and summative assessments become more prominent, providing a structured approach to evaluating subject matter mastery and preparing for higher-level learning.

### **Reporting – How Is Information Communicated?**

The reporting of students' performances is essential for continuous improvement. Students need to be constantly aware of how well they are doing at school. Parents also need to know how well their child/children is/are progressing and developing.

#### **Preschool to Grade 5**

Parents receive report cards 3 times a year (at the end of each term). The report card includes standards related to what the children have learned, along with the level of performance, and written narratives related to the children's performances.

#### **Grade 6-12**

The parents of Grade 6-12 students receive report cards 5 times a year: term 1, mid-year exams, term 2, term 3, and final exams.

The allotted weight for each is as follows:

<b>Term 1</b>	<b>Mid-Year Exams</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Final Exams</b>
20%	25%	15%	15%	25%

#### **Retake Exam**

Students in Grade 6 and above will be required to retake an exam when the overall pass rate for that exam falls below 75% in any individual section or across the entire grade level. All students will be offered the opportunity to retake the exam; however, it is mandatory for failing students.

The final grade for the exam will be calculated as follows:

- 30% based on the lowest grade
- 70% based on the highest grade

## Policy on Missed Examinations and Graded Assignments

### Missed Examinations - Excused Absences

Reason for Absence	Required Documentation	Consequences
Illness	Medical Certificate	Student granted a make-up exam upon return to school.
Other Excused Absence (e.g., family emergency)	Appropriate Documentation (e.g., death certificate, court summons)	Student granted a make-up exam within a week. The exam format is at the HOS's discretion.

### Missed Examinations - Unexcused Absences

Reason for Absence	Type of Exam	Consequences
No Valid Excuse	Summative (Term or Final Exam)	Possible reduced grade, or zero grade at HOS's discretion.
	Project / Interim Exam	<b><u>First Offense:</u></b> Parental notification, verbal warning, and make-up allowed. <b><u>Subsequent Offenses:</u></b> Possible reduced grade, or zero grade at HOS's discretion.

### Late Assignments

Reason for Late Submission	Consequences
Excused Absence	Extension granted at teacher's discretion.
Legitimate Hardship (e.g., illness preventing completion)	Documentation required. Extension or alternative assignment may be granted at the teacher's discretion.
Late Submission Without Valid Excuse	Penalty applied (e.g., point deduction per day late or zero grade at HOS's discretion)

### Missed Assignments and Projects

Reason for Non-Submission	Consequences
Excused Absence (as defined in Exam Policy)	Extension granted at teacher's discretion.
Legitimate Hardship (e.g., extended illness preventing completion)	Documentation required. Alternative assignment or grade adjustment may be considered at teacher's discretion.
Non-Submission Without Valid Excuse	Zero grade assigned.

### Promotion and Retention

All preschool and Grades / EB 1-5 students are automatically promoted to the next grade level. Children will not be retained in their current grades, regardless of their attainment levels, except in cases where written consent from the parents is required.

Starting from Grade 6, students are promoted to the next grade level if they achieve a final general average of 10 or higher out of 20. Students who score below 10 will be retained in their current grade.

For Grade 9 and Grade 12 students, promotion and retention are contingent upon the results of the Lebanese official exams. In the event that the Lebanese Ministry of Education cancels the exams in any given year, the promotion and retention policy for these students will adhere to the decree issued by the Ministry.



## **Make-up Exams**

Grade 6-12 students sit for a make-up exam if they receive a general average between 10 and 12 at the end of year. They will be given specific make-up assignments and will need to complete summer assignments. The makeup exam will be based on their summer work.

Additionally, students receive summer work upon achieving a general average of 12 and above over 20, with less than 12 over 20 on one or more main subjects. The work should be submitted in the first week of the academic year. Students in this case do not have to sit for a make-up exam.

## **Drop-Out**

Students who do not meet promotion requirements and are retained in their current grades are put under academic probation. If they fail to meet the requirements for the second year, they are not allowed to repeat their grade, and are therefore asked to drop out.

## **Proctoring Procedures**

During the period of the term exams, students are seated in rows according to a pre-assigned seating chart and are monitored by an assigned proctor (or two) in each class. In middle and secondary school, students are mixed and distributed over different rooms.

The proctor is required to:

- Receive the exams and answer sheets/booklets from the HOSs or the HOS's assistant office.
- Arrive to the examination room prior to the arrival of the students.
- Make sure the students are seated in their designated seats.
- Distribute the exams to the students.
- Display the exams' schedule (day, time) on the Promethean Board and notify the students intermittently about how much time is left.
- Monitor the students and make sure they do not attempt to cheat or misbehave during the exam session.
- Avoid answering any of the students' content-related questions.
- Refrain from eating, drinking, or using the cell phone while in the classroom.
- Collect the exams from the students and make sure all the questions have been answered.
- Ask the students to sign next to their names upon submitting the exam and to leave the classroom.
- Submit the exams to the HOS's/HOS's assistant.

Students are required to:

- Adhere to the assigned seating arrangement.
- Arrive on time for the exam.
- Conduct themselves appropriately during the exam, refraining from cheating or disruptive behavior.
- Answer all questions on the exam paper.
- Follow the instructions provided by the proctor.
- Submit the exam paper at the end of the allotted time.

### **Policy Review**

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