SECONDARY ASSESSMENT POLICY

Anglican International School Jerusalem

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Our Philosophy: The Purpose of Assessment

1. Assessment Practices in Secondary

1.1 IB Middle Years Programme (MYP)

1.2 The Diploma Years (DY)

DY School Assessment

External IB assessment

IBDP Grades

2. Processes for Recording and Reporting Assessment in Secondary

3. Attendance and Assessment

4. Academic Integrity and Assessment

Our Philosophy: The Purpose of Assessment

At AISJ, we see assessment as an intrinsic part of the learning process. We believe that both formative and summative assessment play important roles in facilitating student reflection and in informing dynamic learning experiences to support our students. Formative assessment, assessment for learning, is an ongoing process of gathering and interpreting evidence to monitor student learning. Summative assessment, assessment of learning, measures progress based on established criteria. In order to accommodate our diverse population of learners, a range of strategies, tools, and assessment measures are used, across both formative and summative assessment, to enable students to demonstrate their learning. The data collected is analysed to inform teaching and learning practices. Differentiation and modification are implemented when appropriate, in line with the AISJ Inclusion Policy.

1. Assessment Practices in Secondary

- Assessment of student learning takes place regularly.
- The school uses criterion-referenced assessment, which means students are graded based on clear expectations, rather than in comparison to other students.
- Summative assessment tasks are posted on Managebac, clearly indicating criteria and expectations
- Teachers provide timely, constructive feedback on learning, both verbally and through the Managebac platform.
- In the Middle Years (MY) and the Diploma Years (DY), teachers regularly post marks and comments on the Managebac platform to keep students and parents/guardians informed.
- Students receive a school report card twice a year, at the end of each semester.
- From MY4-DY2, the school report card reflects both a grade point average (GPA) and credits earned towards an American High School Diploma issued under the Middle States Association (MSA) accreditation.
- In addition, MY students receive an extended Managebac semester report.
- Parent/teacher conferences, held twice a year, offer the opportunity for meaningful dialogue between teachers and families.
- While pressure from teachers by parents and students regarding grades is now classified by the IB and the school as academic misconduct, students and parents are welcome to inquire about how grades have been determined.

1.1 IB Middle Years Programme (MYP)

MYP student work is assessed on a 1-8 scale, using the subject-specific assessment criteria available in the MYP subject guides. Explanations of the criteria are included with each scheduled assessment task on Managebac and are used for all summative assessments. Teachers are encouraged to review task-specific rubrics with their students in advance so that assessment expectations are clear. Throughout the semester, students use the subject criteria to complete self and peer assessments in order to develop a greater understanding of the criteria. Students complete summative assessments for each criterion at least once a semester.

A best-fit approach, guided by the subject-specific level descriptors, determines the semester grade for each subject, which reflects the students' current skill level and understanding. Formal report cards are given twice a year, at the end of each semester. In addition, MYP semester reports are generated on Managebac. MYP ManageBac reports provide an overview of student performance across each subject's assessment criteria, include subject-specific grade descriptors, and report a final semester grade on the MYP 1–7 scale. In order to receive a semester credit, students must receive a passing mark of 3 or above. Beginning in MY4 Mathematics, AISJ uses a weighted grade point average (GPA) scale, which is in place in order to ensure that students proceeding to American educational institutions are not disadvantaged.

The MYP Personal Project (PP), completed in MY5, is externally moderated by the IB to ensure proper alignment with the IB's programme standards. Before submission to the IB, personal projects are moderated in a session including all PP supervisors.

Beginning in MY4, students take end-of-semester exams in their subject classes. In addition to evaluating their mastery of the material covered during the semester, these exams help prepare students for future assessments, including those in the IB or at the tertiary level.

MYP teachers are encouraged to differentiate instruction and assessment modality, provided they do not adjust the learning expectations and curriculum standards. In line with the AISJ Inclusion Policy, MYP teachers may modify curriculum and assessment for students, only under the guidance of the Secondary Inclusion Coordinator (SENCO). The Secondary Inclusion Team formally documents special needs provisions, including language needs, so that each student is assessed appropriately. Any modification is clearly indicated on the student's semester report.

1.2 The Diploma Years (DY)

IB Diploma Programme (DP) & Middle States Association (MSA) Diploma

All students who graduate from AISJ receive an American high school diploma, issued under the school's MSA accreditation. During the DY, students may choose one of three course enrolment pathways: MSA-only, IB Course or full IB Diploma enrolment.

Students enrolling as full IB Diploma candidates must take one course in each of five academic groups: Language and Literature, Language Acquisition, Individuals & Societies, Science, and Mathematics. In addition, students must take a sixth course, which may be visual arts – or an additional course from one of the five groups listed above. Full Diploma candidates must also complete Theory of Knowledge (TOK), Extended Essay (EE) and Creativity, Activity and Service (CAS) requirements. IB course students may choose to sit for as many, or as few, IB exams as they wish. All AISJ students are required to participate in CAS, and as a result, every graduate engages with the IB Programme, even if they have chosen a strictly MSA course enrolment.

In IB courses, school assessments aim to provide an accurate indication of the IB grade a student is likely to achieve based on their semester work. Semester grades range from 1 to 7, with a passing mark of 3 or above required to earn a semester credit. Weighting and mark bands for the components of school assessment are determined by each department to reflect, as accurately as possible, the students' progress in relation to IB expectations in each semester. For students enrolled in IB courses offered online by the school through Pamoja Education, weighting and mark bands are determined by Pamoja teachers.

DY students are assessed using the IB subject criteria in all IBDP classes. IB Diploma candidates take three courses at Higher Level (HL) and three at Standard Level (SL). HL and SL enrolment choices are determined at the end of semester 1 of DY1, except for courses that are pre-designated as SL (e.g., Math SL, Self-Taught, and Ab Initio languages). For semester 1 classes of DY1, students receive HL GPA weighting where applicable, and transcripts will reflect the course title (e.g., IB History).

Beginning in semester 2 of DY1, students are assessed according to their confirmed HL or SL enrolments. Formative and summative assessment tasks are designed to prepare students for IB assessments, with teachers using IB rubrics and grade boundaries to determine marks. School assessments do not contribute to the final IB grade, which is awarded by the IBO in July

following DY2.

AISJ is proud to offer a variety of AISJ options courses, which are available to all DY students not pursuing the full IB Diploma. Students taking AISJ option courses are marked based on teacher-produced rubrics, which reflect MSA expectations.

A weighted GPA scale is used to translate IB grades into a format that ensures a smooth transfer for students continuing education in American educational institutions.

DY School Assessment

School assessments of student work in Diploma Years 1 and 2 reflect curricular goals and develop student learning and skills. This may include the following forms of assessment as appropriate:

- work completed in class
- homework
- laboratory reports
- end of unit/topic tests
- oral work
- participation in group and class discussion
- the results of the end-of-semester examinations.

A timeline of final Internal Assessment deadlines (for coursework that will be submitted to the IB) is released in DY1 by February and in DY2 by October of each academic year on Managebac to allow teachers and students to manage their time.

External IB assessment

Final IB grades are determined by two types of summative assessments: Internal Assessment (IA) and External Assessment (EA). AISJ adheres to IB policies that outline how these assessments must be administered to ensure consistency with all IB schools. IA is coursework, completed under the guidance of the subject teacher. Departments work together to ensure consistency in the design and delivery of IA coursework, which is completed under the guidance of the subject teacher, with shared academic expectations, assessment standards, and learning outcomes, reflecting IB standards. Whenever possible, IA marking is moderated within the department, to ensure fairness and consistency in the application of agreed assessment criteria.

For all subjects offered at AISJ, with the exception of Visual Arts and Theory of Knowledge

(TOK), EA takes the form of exams. IA work is assessed by the subject teacher and then sent to the IB for moderation, ensuring that the teacher's marks align with IB standards. Exams are sent directly to the IB to be marked by IB examiners.

AISJ is a May session IB school, which means that students enrolled in the DP, as either course or full diploma candidates, sit their IB exams in May of year 2 of the program, according to an exam schedule set by the IB.

Students are prepared for their IB exams through ongoing assessment that checks their progress during the course and their understanding of the full course. School examinations in DY1 and DY2 follow the same expectations and conditions as official IB examinations. In DY2, students sit mock examinations during one week in February and one week in March.

IBDP Grades

As the IB uses criterion-referenced assessment, students are graded based on clear expectations rather than in comparison to other students. The achievement levels are based on each course's aims and objectives and are set by the IB to ensure fairness for students around the world.

Final IB scores are based on the IB internal and external assessments outlined in this policy and are not affected by school assessments. Each IB subject is graded on a 1-7 scale, and those marks are totalled to determine diploma eligibility. In addition, the combined performance in the Theory of Knowledge and the Extended Essay, which are marked on an A-E scale, can contribute up to three additional points to a student's total IB score. In order to earn an IB Diploma, students must achieve a minimum of 24 points, subject to certain conditions, as outlined by the IB here. A perfect IB Diploma score is 45 points, the highest possible, and is achieved by only a small number of students worldwide each year.

Students can access their final IB marks in early July, following DY2, through a secure IB website. Requests may be made at the school in May for official IB results to be sent directly from the IBO to universities in July. Students needing IB transcripts later can contact the IB directly to make those requests.

In some cases, a student may request that the DP Coordinator initiate an *Enquiry Upon Results*

(EUR) to have an external assessment remarked if they believe the grade in a particular subject does not reflect their performance. This process requires written consent of a parent or legal guardian and is subject to a fee. If the outcome of the EUR is unsatisfactory, the student may submit an appeal, according to the IB's appeals procedure, which is reserved for cases involving extenuating circumstances.

Students also have the option to resit their IB exams in one or more subjects. AISJ is a May session IB school, but, on occasion, AISJ does offer the opportunity for its alumni to retake IB exams during the November session.

2. Processes for Recording and Reporting Assessment in Secondary

We aspire to be transparent in all matters related to school assessment. From MY1 to DY2, teachers use ManageBac to record formative and summative marks and comments in order for students and parents/guardians to stay informed about student progress. AISJ semester grades are based primarily on summative assessment tasks. Formal report cards are released twice a year, at the end of each semester, to all secondary students. In addition, MYP students' report cards are accompanied by detailed Managebac reports, as outlined in this policy. Parent/teacher conferences are held twice a year, typically in November and in March.

3. Attendance and Assessment

AISJ's Attendance Policy, located in the Parent Handbook, outlines expectations with absence from exams and tests – and its possible impact on assessment.

4. Academic Integrity and Assessment

AISJ's Academic Integrity Policy outlines expectations with regard to all student work and its possible impact on assessment.