

# Assessment Policy

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### **VISION OF COLLÈGE PROTESTANT FRANÇAIS MONTANA**

The founding principle of CPF schools is to bring together people from different backgrounds, cultures or religions, to learn about each other's differences, to accept them, to work together beyond these differences, to succeed as a group and to be part of CPF schools.

### **MISSION STATEMENT OF COLLÈGE PROTESTANT FRANÇAIS MONTANA**

Collège Protestant Français Montana assures an education of excellence in its both French and English schools.

Collège Protestant Français Montana pursues validation of international programmes through accreditation - paired with rigorous assessment - that instill analytical thinking skills and thus develop dynamic and engaged lifelong learners.

Rooted from the aspiration to share the responsibility of the planet, Collège Protestant Français Montana raises awareness among its community members about the importance of social, religious and cultural diversity to become compassionate, proactive and global citizens in a diverse and evolving society

### **VALUES OF COLLÈGE PROTESTANT FRANÇAIS MONTANA**

As part of PPFL, Collège Protestant Français Montana promotes its values with great care and attention.

The values that have always guided PPFL's actions are the *Protestant values of education*. They have enabled PPFL to transform the individual differences into a collective strength.

The main values are:

- Discipline,
- Sense of duty and responsibility,
- Critical thinking and,
- Tolerance and openness

## **The IB Mission Statement and The Learner Profile**

### ***IB Mission statement***

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

### ***The IB learner profile***

The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success.

The profile aims to develop learners who are: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, Reflective.

## **I. Statement of Philosophy**

Collège Protestant Français Montana (CPF Montana) recognizes assessment as an essential component of the learning and teaching process, playing a crucial role in fulfilling the school's mission. As a foundation for academic excellence, effective assessment is consistently applied across all programs offered at CPF Montana. The learning community collaborates to use assessment data and outcomes to inform the learning and teaching process.

## **II. Purpose of Assessment**

Assessments at CPF Montana are designed to help students develop the knowledge, skills and attitudes to become compassionate and proactive lifelong learners. They promote self-awareness, enabling students to recognize their potential and strive for continued improvement. By reflecting on their learning and the setting of their learning goals, students identify and adopt the strategies that best suit their needs.

Assessments also provide meaningful feedback to both students and teachers, enhancing the learning and teaching process. Moreover, they also serve as a means to inform parents about their child's progress, encouraging their active partnership in their learning journey.

In the Diploma Programme (DP), assessments are aligned with the specific aims and objectives of each course and core component. DP educators implement effective approaches to teaching that fulfill the programme's requirements, including examination and other formal assessments.

## **III. Requirements**

Culture 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)

Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)

Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)

Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

Approaches to assessment 3.1: The school administers assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)

DP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0131)

## IV. Effective Assessment Practices

At CPF Montana, effective assessment practices are designed to promote student learning and improvement while ensuring fairness, transparency, and validity. These practices reflect individual achievement levels and provide equitable opportunities for all students. To achieve this, CPF Montana prioritizes the following principles:

### **Student-Centered Learning:**

Students take ownership of their learning through self-assessment, peer assessment, and reflective goal-setting.

### **Diverse and Authentic Approaches:**

Educators use a variety of assessment strategies, such as projects, portfolios, oral presentations, and experiments. They use criteria-related assessments to evaluate students' work against clearly defined levels of attainment.

### **Ongoing and Formative Focus:**

Educators use formative assessments to continuously monitor and support student progress. They provide timely and constructive feedback to guide students in achieving their learning goals.

### **Data-Driven and Adaptive:**

CPF Montana attributes importance to analyzing assessment data to inform learning and teaching. Educators use this evidence to provide differentiated support that meets the diverse needs of students.

### **Commitment to Equity:**

Assessments are designed to provide equal opportunities for all learners while aligning with IB expectations and local national requirements.

## V. Roles and Responsibilities

### 1. Administration:

The administration plays an important role in promoting effective assessment practices that uphold the school's commitment to delivering quality education. It ensures:

- **Fairness:** Providing all students with equal opportunities to demonstrate their knowledge, understanding, skills, and abilities.
- **Transparency and Consistency:** Clearly communicating assessment guidelines (e.g., frequency, types, weighting) to the learning community.

- **Professional Development:** Offering appropriate training and coaching opportunities for educators to enhance their understanding of assessment requirements and further refine their practices.
- **Resource Availability:** Ensuring the provision of adequate resources to support effective learning and teaching.
- **Policy Implementation:** Overseeing the effective implementation of practices that are aligned with IB guidelines and expectations.
- **Policy Communication:** Disseminating the assessment policy to all members of the learning community.
- **Ensuring Consistent Implementation of the Academic Integrity Policy:** Disseminating the academic integrity policy to all members of the learning community and providing ongoing training and resources to foster a culture of academic integrity.
- **Academic Calendar:** Preparing and sharing a detailed assessment calendar before the start of each academic year. This includes key milestones such as dates of conferences, schedules of summative assessments, submission deadlines (aligned with IB expectations and Lebanese Ministry of Education requirements), date of issuance of progress reports, and grade-level meetings.

#### **Rights of the Administration:**

- **Monitoring:** Supervising the implementation and effectiveness of assessment practices and making necessary adjustments.
- **Enforcement:** Ensuring the adherence to activities outlined in the academic calendar.
- **Record-Keeping:** Maintaining accurate and up-to-date records of students' assessment outcomes.

#### **2. Programme Coordinators:**

As part of the pedagogical leadership team at CPF Montana, programmes coordinators play a crucial role in promoting and maintaining effective assessment practices. The PYP and DP coordinators are responsible for:

- **Collaboration and Development:** Regularly and systematically working with the teams to identify areas for improvement and implementing strategies to further enhance them such as in-school training sessions, coaching opportunities, and resource sharing.
- **Alignment with IB Expectations:** Ensuring that assessment practices align with IB expectations and guidelines.
- **Individualized Student Support:** collaborating with educators to provide individualized guidance to students based on their assessment performance.
- **Calendar and Deadlines:** Communicating all assessment deadlines and important dates to the learning community, including summative assessment dates and submission deadlines.

- **Record-keeping and Support:** Maintaining records of student performance and collaborating with the teams to develop and implement appropriate support strategies.
- **Ensuring the Implementation of the School's Academic Integrity Policy:** Ensuring that all assessment practices align with the school's academic integrity policy.
- **Onboarding New Educators:** Providing new educators with guidance on the assessment policy, and supporting their integration into the school's assessment practices.

Additionally, the **Diploma Programme Coordinator** is responsible for:

- **Fairness and Consistency:**
  - Ensuring that assessment practices are conducted fairly and consistently across all components of the DP
  - Monitoring implementation of assessment practices, offering support where needed, and addressing any complaints.
- **Balanced Assessment Calendar:**
  - Collaborating with the DP team and students to produce a balanced calendar of assessment deadlines, including those for internal and external assessments, CAS completion, TOK exhibition and essay, and the extended essay.
  - Ensuring that the materials for assessment are submitted in line with the IB deadlines.
- **Support for Language Components:**
  - Working with language educators to enhance students' language skills through scheduling mock oral assessments.
- **Study Guides and Exam Preparation:**
  - Ensuring that educators prepare detailed study guides and share them with students at least one week before summative exams.
- **Exam Alignment and Logistics:**
  - Ensuring that end-of-year exams for IB DP1 and mock exams for IB DP2 align with IB expectations
  - Coordinating schedules, and preparing proctoring logistics for exams.
- **National Requirements:**
  - Ensuring that non-exempt Lebanese students fulfill the Ministry of Education and Higher Education's national requirements, including assessments in civics and history.
- **Examination Procedures:**
  - Informing students and invigilators about IB conduct of examination, including requirements for authorized materials (calculators, data booklets, and case studies).
- **Access Arrangements:**
  - Ensuring appropriate accommodations for students with special educational needs in line with IB guidelines.

- Coordinating documentation submission to the IB for approval and monitoring the effectiveness of arrangements.
- **Standardization and Submission:**
  - Overseeing assessment standardization to maintain consistency and fairness.
  - Collaborating with the DP team in confirming the authenticity of work submitted by candidates.
  - Submitting predicted grades and internal assessment marks for each subject by the required IB deadlines.
  - Ensuring that candidates' work is marked by subject teachers in line with the requirements of their subjects.
  - Uploading samples of marked coursework for moderation.
- **Registration of DP Candidates for the IB May Examination Session:**
  - Registering candidates on IBIS.
  - Verifying personal and subject registration details.
  - Communicating with the IB on behalf of candidates and their parents/legal guardians.
  - Advising the IB of any adverse circumstances or inclusive access arrangements affecting candidates.
- **Examination Security and Conduct**
  - Maintaining the security of examination papers.
  - Ensuring examinations are conducted according to IB regulations.
  - Ensuring exams are taken on IB-scheduled dates unless prior agreement is reached.
  - Preparing the exam and supervision schedule.
- **Examination Material Handling**
  - Sending examination materials promptly to the designated IB scanning center according to IB instructions.
- **Academic Integrity**
  - Investigating any instances of alleged academic misconduct.
- **Results Communication**
  - Communicating results to candidates.
  - Offering the opportunity for inquiry upon results.

### 3. Educators

Educators play a central role in the development and implementation of an assessment process that supports student progress, enhances learning, and informs teaching. They are responsible for:

- Ensuring that assessment practices are implemented fairly and consistently.
- Clearly communicating the frequency, weighting, and structure of DP assessments to the learning community.



- Designing a variety of formative and summative assessment tasks that align with IB expectations and, where applicable, the Lebanese Ministry of Education and Higher Education requirements for non-exempt students.
- Helping DP students develop a deep understanding of the assessment criteria and requirements for their courses and core components.
- Using a range of assessment strategies and tools that align with PYP expectations and the standards set by the Center for Educational Research and Development (CRDP) for Arabic language assessments.
- Conducting assessment activities that help monitor students' progress towards set objectives, providing feedback, and evaluating overall learning at the end of a unit or term.
- Using summative assessments to evaluate and report on the knowledge, skills, and understanding students have gained throughout a unit or course, ensuring that these assessments align with IB expectations and contribute to the final evaluation of student achievement.
- Engaging in reflective and collaborative discussions with colleagues to share effective practices, ensure consistency in assessment approaches, and refine assessment strategies.
- Curating and/or showcasing evidence of student work over time to reflect their progress and achievements.
- Offering timely, constructive feedback to guide students' progress and address their learning needs.
- Encouraging student engagement in self-assessment and peer-assessment activities to promote reflection and self-directed learning.
- Gathering and analyzing assessment data to gain insights into student progress, identifying areas of strength, and highlighting opportunities for further development.
- Using assessment data to inform and adjust approaches to teaching, ensuring they meet the diverse needs of students.
- Collaborating to create a balanced assessment calendar that clearly indicates deadlines for internal assessments, external assessments, CAS requirements, TOK requirements, and the extended essay.
- Designing mock exams for DP students in alignment with IB expectations.
- Preparing detailed study guides to students at least one week prior to summative exams.
- Ensuring that non-exempt Lebanese students fulfill national requirements as per Decree no. 4554 (Law 60) dated 17/10/2017, including the requirement to take either Arabic A or Arabic B HL, as well as additional national civics and history assessments.
- Participating in the standardization process for summative assessments and IBDP internal assessments within their subject groups to ensure fairness and consistency.
- Uploading student results and feedback to Managebac according to the school's deadlines.
- Marking internal assessments in the DP in accordance with the specific requirements and criteria of their courses and core components.

- Supervising up to four Extended Essays (EE) in their subjects, helping students develop research skills and providing timely feedback throughout the process.
- Integrating Theory of Knowledge (TOK) into their DP subjects, encouraging students to make connections across their learning.
- Encouraging DP students to make connections between their subjects and their Creativity, Activity, Service (CAS) experiences.
- Submitting accurate predicting grades for DP students based on their academic performance and progress throughout the course.
- Participating in grade-level meetings to ensure alignment and continuous improvement in teaching and assessment practices.
- Maintaining the integrity of exams by fulfilling invigilation duties in accordance with IB procedures.
- Promoting and upholding academic integrity in all assessment practices, including the prevention of all forms of student academic misconduct.

#### **4. Students**

Students are responsible for:

- Upholding academic integrity by adhering to ethical standards during assessments, in accordance with the school's academic integrity policy.
- Contributing to a culture of honesty, responsibility, fairness, and trust within the learning community.
- Regularly assessing their own progress and evaluating their performance, in alignment with the learning objectives.
- Co-constructing success criteria with the teachers to clarify expectations and guide their learning.
- Setting personal learning goals and exploring approaches to achieve them.
- Engaging in self-reflection to identify strengths and areas for improvement.
- Providing constructive feedback to their peers.
- Engaging in open, constructive discussions with teachers about feedback, and seeking clarification on areas requiring further development.
- Respecting deadlines and submitting work in a timely manner.

#### **5. Parents**

Parents play an important and critical role in partnering with the school to students' learning and continued improvement. For that, they have the right to:

- Access assessment-related information, including the assessment policy, assessment dates, success criteria, and learning goals.
- Receive timely and constructive feedback on students' progress, strengths, and areas for improvement.

- Engage in constructive conversations with teachers regarding students' progress and achievement, whether through parent-teacher conferences, individual appointments, or Managebac.
- Develop a clear understanding of the assessment process followed at the school.

They are responsible for:

- Attending orientation sessions (virtual or in-person) focused on the IB assessment guidelines.
- Respecting and reinforcing school policies.
- Supporting students when they face concerns about assessment by voicing these concerns, seeking clarifications, and requesting support as needed.
- Maintaining open channels of communication with the school.
- Attending scheduled student-led and parent-teacher conferences or other appointments requested by the school.
- Encouraging ethical behavior and promoting academic integrity in alignment with the school's academic integrity policy.

## **V. Assessment Practices and Procedures in the Primary Years, Middle School, Grade 10, and the Diploma Programme**

Effective assessment at CPF Montana involves systematic monitoring, measuring, documenting, and reporting of students' learning and development. These practices ensure that assessments evaluate progress and guide learning and teaching.

### **Monitoring the Learning**

Monitoring the learning focuses on tracking students' progress relative to success criteria established for each unit or task. Teachers use a range of strategies to gather insights about student learning, including:

- Observing students' participation and engagements in classroom activities, whether in group or individual work.
- Encouraging students to reflect on their own learning progress through written and/or oral reflections and/or journals.
- Engaging students in discussions with their peers so that they communicate their ideas and/or express their understanding of topics discussed.
- Using formal assessments for students to respond in writing or verbally to questions. Written assessments may include quizzes and assignments; while oral assessment may include presentations, speeches, or interviews.
- Using open-ended tasks to assess students' thinking skills such as projects, research papers, or problem-solving exercises.
- Engaging students in self-assessment.

- Encouraging peer feedback to promote a collaborative learning environment.

### **Measuring the Learning**

Measuring the learning provides a clear picture of what students have learned at a specific point in time, with minimal stress on their well-being. Teachers collaboratively analyze assessment data to inform learning and teaching. Examples include:

- **Pre-Assessment:** assessing students' prior knowledge to tailor approaches to teaching to their specific needs.
- **Formative Assessment (Assessment as Learning):** Ongoing assessment strategies like observations, quizzes, projects, and graphic organizers to guide and support student learning throughout the unit.
- **Summative Assessment (Assessment of Learning):** Administered at the end of a unit, summative assessments evaluate students' knowledge, skills, and understanding. Examples include unit assessments, performance tasks, and subject-specific evaluations aligned with IB expectations.
- **PYP Play-based assessment:** Assessing interaction of PYP students with their peers, toys, and games.

### **Documenting the learning**

Teachers systematically document evidence of student learning to track progress and share it with the learning community. Documentation methods include:

- **Learning Goals:** Communicated to students and parents at the start of each unit via ManageBac.
- **Student Reflections:** Written or verbal reflections stored in portfolios or reflection tools.
- **Evidence of Learning:** Assignments, projects, and presentations that demonstrate knowledge and skill application.
- **Rubrics and Checklists:** Tools outlining success criteria shared with students and parents.
- **PYP Portfolios:** Teachers frequently observe and document student actions and behaviors in various contexts, including play, group activities, and independent exploration. This documentation is organized into students' portfolios, which highlight their work, reflections, and progress over time. Portfolios include a variety of evidence, such as drawings, writings, projects, and self-assessments, providing a comprehensive view of each student's learning journey.
- **PYP Anecdotal records:** detailed notes about a child's behavior, interactions, and achievements.

### **Reporting the learning:**

Reporting serves to inform the learning community about student progress and areas for development. Reporting mechanisms include:

- Scheduling parent-teacher conferences to discuss progress in scheduled meetings or by appointment.
- Issuing progress reports at the end of each term to keep parents informed about their child's progress. These reports provide an overview of students' achievements and areas for improvement, and personalized teacher comments. The academic year is divided into three terms:
  - **Term 1: September - December**
  - **Term 2: January - March**
  - **Term 3: April - June**

PYP progress reports include:

- **Learning Outcomes:** A summary of the units of inquiry, key PYP elements, and the subject areas studied during the term.
- **Assessment Progress Scales:** A structured way to rate various aspects of a student's performance, including:
  - **EE (Exceeding Expectations):** The student's progress is above expectations.
  - **ME (Meeting Expectations):** The student is progressing to meet expectations.
  - **N (Needs Improvement):** The student needs improvement to consistently meet expectations independently.
- Organizing student-led conferences as platforms for high school students to showcase their learning, with opportunities for parent engagement.
- Organizing exhibitions where students present projects, research, or artwork to celebrate learning:
  - TOK exhibition: at the end of DPI
  - Collaborative science project: during DPI
  - PYP exhibition: Grade 5 students, guided by mentors, celebrate and share their learning milestones with peers and parents.

## VI. Assessment in the the Diploma Programme (DP)

### 1. Preparation for Internal and External Assessments

The DP team prepares students for the internal and external assessment requirements of their courses and core components. This preparation is guided by the principles and practices outlined in the school's academic integrity, assessment, inclusion, and language policies. It includes the use of formative and summative assessments, peer and self-assessments, and reflective practices.

Teachers develop assessment tasks aligned with IB expectations, ensuring a comprehensive evaluation of students' achievements and learning skills. Both internal and external assessments

strictly follow the guidelines provided in the IB subject guides, guaranteeing consistency, fairness, and validity in evaluating student performance.

## 2. Assessment Procedures

Assessments in the DP at CPF Montana is designed to provide a balanced and comprehensive evaluation of student learning. The distribution of weights between formative and summative assessments reflects their respective roles in supporting students' academic growth and preparing them for both internal and external IB assessments.

The term average for each subject is calculated by combining the results of formative and summative assessments, reflecting students' ongoing progress and achievement.

For DP Year 1 (DPI) and DP Year 2 (DPII) students, the allocation of weights varies across subject groups to align with the requirements of each course. The table below provides a detailed breakdown of the assessment within each subject group.

Subject Group	Assessment Type	DP I & DPII Weight (%)
<b>Group 1:</b> Studies in Language and Literature  Arabic LAL English LAL	Formative (Homework, Quiz, Project, etc...)	0%
	Projects/Learner Portfolio	15%
	Quiz	15%
	Test	25%
	Exam	45%
<b>Group 2:</b> Language Acquisition Arabic B HL French B French Ab Initio Spanish Ab Initio	Formative (Homework, Quiz, Project, etc...)	0%
	Quiz	20%
	Test	30%
	Exam	50%
<b>Group 3:</b> Individuals and Societies  Business Management	Formative (Homework, Quiz, Project, etc...)	0%
	Projects/Quiz	25%
	Test	30%

Subject Group	Assessment Type	DP I & DPII Weight (%)
Psychology	Exam	45%
<b>Group 4:</b> Sciences  Biology Chemistry	Formative (Homework, Quiz, Project, etc...)	0%
	Projects/Lab Reports	20%
	Quiz	10%
	Test	20%
	Exam	50%
<b>Group 4:</b> Sciences  Physics	Formative (Homework, Quiz, Project, etc...)	0%
	Lab Reports	10%
	Quiz	15%
	Test	30%
	Exam	45%
<b>Group 5:</b> Mathematics  Mathematics AA Mathematics AI SL	Formative (Homework, Quiz, Project, etc...)	0%
	Quiz	20%
	Test	30%
	Exam	50%
<b>Group 6:</b> The Arts  Visual Arts	Formative (Project Planning)	0%
	Projects	100%
<b>National Requirements:</b> Civics and History	Formative (Homework, Quiz, Project, etc...)	0%
	Projects/Engagement	10%
	Quiz	15%
	Test	25%
	Exam	50%

### 3. Standardization and Quality Assurance:

To maintain consistency and fairness, DP Teachers collaborate within their subject groups under the guidance and support of their subject leads to:

- Prepare students for the internal and external assessment requirements of their courses. They utilize resources from MyIB to review marked sample papers and IAs to deepen their understanding of the assessment requirements of the subjects.
- Develop assessment tasks, ensuring that the structure of the assessments and the marking align with their course requirements.
- Engage in internal standardization practices, such as reviewing and discussing assessment criteria, collaboratively marking sample work, and comparing marked assessments. These steps incorporate internal moderation and quality checks to ensure that coursework aligns with IB standards and provides students with an accurate reflection of their performance.

Participation in professional development sessions, often organized by the Association of IB World Schools, further supports teachers in understanding IA requirements and refining their marking practices. When needed, teachers seek guidance from the DP Coordinator to resolve challenges, ensuring that the marking process remains both rigorous and aligned with IB expectations.

### 4. Mock Exam: Supporting Preparation and Progress

To support DP Year 2 students in preparing for their May examination session, CPF Montana incorporates mock exams into the summative assessment framework. These exams simulate the final exam experience while providing valuable opportunities for targeted feedback and improvement. The first mock exam, held in November, is a mini mock designed to provide an initial assessment of students' understanding and readiness. The second, a comprehensive mock exam conducted in March, offers a more in-depth evaluation. After each mock exam, a detailed analysis of student performance is conducted, highlighting strengths and identifying areas for further development. The results and feedback are shared with both students and parents, ensuring clear communication about progress and actionable next steps.

### 5. Assessment Calendar Development

The DP team collaborates to develop a comprehensive assessment calendar prior to the start of the academic year. This calendar includes:

- **Summative Exam Periods:** Specific periods for summative exams in each term, ensuring alignment with the academic schedule.
- **Internal Assessment Requirements:** Detailed deadlines for each stage of preparation for internal assessments across all courses and core components, such as initial planning, drafts, feedback sessions, revisions, and final submissions.



The calendar is designed to ensure that internal assessments are completed in accordance with IB submission deadlines, while internal deadlines are decided to help students manage their workload effectively.

The finalized calendar is shared with DP students and their parents to provide clarity and support in managing workloads. As a living document, the calendar may be updated when necessary, and students may request deadline extensions in exceptional circumstances, subject to review and approval.

## **VII. Award of The Diploma Programme**

The IB grading system assesses student performance across all subjects, including the core components. Official grades for each subject are awarded on a scale from 1 to 7, with 7 being the highest. These grades represent students' overall achievement in each subject.

The Theory of Knowledge (TOK) and Extended Essay (EE) components are graded separately using a letter scale (A, B, C, D, E), where E represents a failing grade.

The maximum possible score a student can achieve is 45 points, comprising 42 points from the six subject groups and up to 3 additional points awarded based on the combination of TOK and EE grades according to the IB matrix.

To earn the IB Diploma, students must achieve a minimum of 24 points overall and meet the following conditions:

- The Creativity, Activity, and Service (CAS) requirements must be successfully completed, although CAS is not formally assessed.
- No "N" grade is awarded for TOK, EE, or a contributing subject.
- No grade E is awarded for TOK and/or the Extended Essay.
- No grade 1 is awarded in any subject or level.
- No more than two grade 2s are awarded (at either SL or HL).
- No more than three grade 3s or below are awarded (at either SL or HL).
- The student must earn 12 points or more from Higher Level (HL) subjects. (For students who take four HL subjects, the three highest grades are counted.)
- The student must earn 9 points or more from Standard Level (SL) subjects. (Students taking two SL subjects must gain at least 5 points from those subjects.)
- The student must not have received a penalty for academic misconduct from the Final Award Committee.

Students may be awarded a bilingual diploma if they select Arabic A and English A in group 1 (studies in language and literature) with the award of 3 or higher in both languages.

## VIII. Specific Criteria for DPI Admissions

Admission to the DP at CPF Montana is based on students' readiness to meet the academic demands of the programme and their commitment to personal and academic growth. Students are expected to demonstrate persistence in learning, exhibit intellectual curiosity, respect deadlines, and contribute to the school community while upholding standards of academic integrity. Admission to the DP for new students is only available to the first year of the programme.

At the end of Grade 10, existing and prospective DP students must meet the following requirements for admissions:

### 1. Language Courses (Groups 1 and 2) Selection and Requirements

#### ● Non-Exempted Lebanese Students:

- **Arabic Proficiency:** Students are required to take Arabic A in Group 1 or Arabic B HL in Group 2 in alignment with Decree No. 4554 – Law 60 – dated 17/10/2017. Students must demonstrate proficiency in the language. The level of proficiency is set by the school and is specified in table 1.1 below.
- **English and French Proficiency:**
  - Students are required to be proficient in the language of instruction to be eligible for enrollment in English A. The level of proficiency is set by the school and is specified in table 1.1 below.
  - Students are required to have prior learning in French to be eligible for enrollment in French B. The level of proficiency is set by the school and is specified in table 1.1 below.

#### ● Exempted Students (Foreign Passport Holders or Those with Dual Nationality, including the Lebanese Nationality):

- **Language A Selection:** Students are required to enroll in English A at Standard Level (SL) or Higher Level (HL). The level of proficiency is set by the school and is specified in table 1.1 below.
- **Language B Selection:**
  - **French Proficiency:** Students are required to have prior learning in the French language to be eligible for enrollment in French B. The level of proficiency is set by the school and is specified in table 1.1 below.
  - **Ab Initio Offerings:** Students who have no prior exposure to the French or Spanish language may select French Ab Initio or Spanish Ab Initio as their Language B option.

### 2. Language Courses (Groups 1 and 2) Placement Requirements:

- The table below specifies the minimum required grades for existing Grade 10 students selecting their language courses at an (SL) or (HL) in the DP.
- New students must complete entrance exams in the languages they would like to enroll in. To be eligible for placement in either SL or HL, they must achieve the minimum grades specified in table 1.1

**Table 1.1 Minimum Requirements for Languages**

	Language A <i>Language and Literature</i>		Language B <i>Language acquisition</i>	
	English LAL	Arabic LAL	French B	Arabic B HL
<b>Exempted Students</b>	SL: 13/20 HL: 15/20	NA	SL: 12/20 HL:13/20	NA
<b>Non-Exempted students</b>	SL: 13/20 HL: 15/20	SL: 13/20 HL: 15/20	SL: 12/20 HL:13/20	13/20

### 3. Individuals and Societies (Group 3) Placement Requirements:

- **Existing Students** must achieve a minimum score of 12/20 in their Grade 10 Individuals and Societies course to be eligible for placement in Group 3 courses at SL and a minimum of 15 for HL.
- **New Students** are required to sit for an interview with the Subject Lead of Group 3 to assess their communication and critical thinking skills.

### 4. Sciences and Mathematics (Groups 4 and 5) Placement Requirements:

- **New Applicants** are required to sit for a series of entrance exams in the group 4 and 5 subjects of their choice.
- **Existing Students** will not be required to sit for entrance exams, however, their previous academic performance will be evaluated to ensure they meet the outlined criteria for each subject and level.

Both new and existing students must meet the below requirements to be eligible for enrollment in the sciences and mathematics courses.

**Table 1.2 Minimum Requirements for Subject Groups 4 and 5**

	Minimum Score (SL) (/20)	Minimum Score (HL) (/20)
<b>Group 4:</b> Biology, Chemistry, and Physics	12	14
Mathematics AA	13	15
Mathematics AI	12	Not offered

## IX. Policy Revision

Schools policies are dynamic, living documents developed to create a culture in which the IB philosophy can thrive. The access policy was written in 2019 and underwent its most recent review during the 2023- 2024 academic year, referencing the following documents:

- *Diploma Programme Assessment Procedures* (International Baccalaureate Organization (IBO), 2024).
- *Diploma Programme Subject Guides of all Subjects offered at CPF Montana and Core Components.*

### **Policy Review Process**

#### **Committee Members**

The review process involved the following team:

- Manal Adada (Head of School)
- Rania Stephan (Admissions Officer)
- Lilian Sakr (Head of Elementary)
- Justine Chammas (Head of Preschool)
- Rania Jibai (Director Academics and DP Coordinator)
- Shereen Assaf (PYP Coordinator)
- Ghada Habib (Assistant to the DP Coordinator and Learning Support Specialist)
- Nisrine Khalil (Subject Lead for Arabic and DP Arabic LAL and Arabic B teacher)
- Carma Daouk (Subject Lead for English and DP English LAL Teacher)
- Nathaly El Ackhar (Subject Lead for World Languages and DP Spanish Ab Initio teacher)
- Lara Nassir (DP French Ab Initio and French B teacher)
- Maher Bteich (Subject Lead for Individuals and Societies and DP Psychology and TOK teacher)
- Charbel Abou Maroun (Subject Lead for Biology and DP Biology teacher)
- Caroline Seiaby (Subject Lead for Chemistry and DP Chemistry teacher)
- Fareas Ghannam and Manal Fakhry (DP Mathematics AA and AI teachers)

#### **Revision Cycle**

The policy follows a three-year revision cycle to ensure it remains current with effective practices, IB guidelines, and the evolving needs of the school community.

**Next Scheduled Revision:** Academic Year 2027–2028

## Appendix: Formal Assessment of DP Subject Offered at CPF Montana

### Group 1: Studies in Language and Literature

- **Subjects Offered:** (Language A: Arabic Language and Literature and English Language and Literature) Language A: Language and Literature)
- **Internal Assessment:** Prepared oral response on the way that one literary work and one non-literary body of work studied have approached a common global issue (30% SL and 20% HL)
- **External Assessment:**
  - Paper 1: Guided Textual Analysis
    - Guided analysis of unseen non-literary passage(s) from different text types. (35% SL and 35% HL)
  - Paper 2: Comparative Essay
    - Comparative essay based on two literary works written in response to a choice of one out of four questions. (35% SL and 25% HL)
  - HL Essay: Written coursework component: 1,200–1,500 word essay on one literary work or a non-literary body of work studied. (20% HL)

### Group 2: Language Acquisition

- **Language B Offered** (Arabic B HL and French B)
- **Internal Assessment:** Individual oral assessment (25%)
- **External Assessment:**
  - Paper 1: Productive skills
    - One writing task from a choice of three (25%)
  - Paper 2: Receptive skills
    - Listening (25%)
    - Reading (25%)
- **Language Ab Initio Offered:** (French Ab Initio and Spanish Ab Initio)
- **Internal Assessment:** Individual oral assessment (25%)
- **External Assessment:**
  - Paper 1: Productive skills
    - Two written tasks - each from a choice of three (25%)
  - Paper 2: Receptive skills
    - Listening (25%)
    - Reading (25%)

### Group 3: Individuals and Societies

- **Subjects Offered:** Psychology
- **Internal Assessment:** Experimental Study: A report on an experimental study undertaken by the student. (25% SL and 20% HL)

- **External Assessment:**
  - Paper 1: Three short answer questions on the core. One essay from a choice of three on the biological, cognitive and sociocultural approaches. HL only: essays will reference additional HL topics. (50% SL and 40% HL)
  - Paper 2:
    - SL: one question from a choice of three on one option. (25%)
    - HL: two questions; one each from a choice of three on two options. (20%)
  - Paper 3: Three short answer questions on approaches to research. (20% HL)
- **Subjects Offered:** Business Management
- **Internal Assessment:** Business Research Project: A research project about a real business issue or problem facing a particular organization using a conceptual lens of 1,800 words maximum. (30% SL and 20% HL)
- **External Assessment:**
  - Paper 1: Based on a pre-released statement that specifies the context and background for the unseen case study. (35% SL and 25% HL)
    - Section A: Students answer all structured questions based on the case study.
    - Section B: Students answer one of two extended response questions based on the case study.
  - Paper 2: (35% SL and 30% HL)
    - Section A: Students answer all structured questions in this section based on the unseen stimulus material.
    - Section B: Students answer one out of two questions consisting of some structured questions and an extended response question based on the unseen stimulus material.
  - Paper 3: (25% HL)
    - Students answer three compulsory questions based on the unseen stimulus material.

#### Group 4: Sciences

- **Subject Offered:** Biology
- **Internal Assessment:** Scientific Investigation
  - The scientific investigation is an open ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words. (20%)
- **External Assessment:**
  - Paper 1: (36%)

- Paper 1A: Multiple-choice questions
    - Paper 1B: Data-based questions (four questions that are syllabus related, addressing all themes)
  - Paper 2: Data-based and short-answer questions Extended-response questions (44%)
- **Subject Offered:** Chemistry
- **Internal Assessment:** Scientific Investigation
  - The scientific investigation is an open ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words. (20%)
- **External Assessment:**
  - Paper 1: (36%)
    - Paper 1A: Multiple-choice questions
    - Paper 1B: Data-based questions and questions on experimental work
  - Paper 2: Short answer and extended-response questions(44%)
- **Subject Offered:** Physics
- **Internal Assessment:** Scientific Investigation
  - The scientific investigation is an open ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words. (20%)
- **External Assessment:**
  - Paper 1: (36%)
    - Paper 1A: Multiple-choice questions
    - Paper 1B: Data-based questions and questions on experimental work
  - Paper 2: Short answer and extended-response questions(44%)

### Group 5: Mathematics

- **Subjects Offered:** (Mathematics: Analysis and Approaches)
- **Internal Assessment:** Exploration (20%)
- **External Assessment:**
  - Paper 1: No technology allowed. (40% SL and 30% HL)
    - Section A: compulsory short-response questions based on the syllabus.
    - Section B: compulsory extended-response questions based on the syllabus.
  - Paper 2: Technology allowed. (40% SL and 30% HL)

- Section A: compulsory short-response questions based on the syllabus.
    - Section B: compulsory extended-response questions based on the syllabus.
  - Paper 3: Technology allowed. (20% HL)
    - Two compulsory extended-response problem-solving questions
- **Subjects Offered:** (Mathematics: Applications and Interpretations:SL)
- **Internal Assessment:** Exploration (20%)
- **External Assessment:**
  - Paper 1: Technology allowed. (40% SL)
    - Compulsory short-response questions based on the syllabus.
  - Paper 2: Technology allowed. (40% SL)
    - Compulsory extended-response questions based on the syllabus.

### Group 6: The Arts

- **Subjects Offered:** (Visual Arts: SL)
- **Internal Assessment:** Exhibition (40%)
  - A curatorial rationale that does not exceed 400 words
  - 4–7 artworks
  - Exhibition text (stating the title, medium, size and intention) for each artwork
- **External Assessment:**
  - Comparative Study: (20%)
    - 10–15 screens which examine and compare at least 3 artworks, at least 2 of which should be by different artists
    - A list of sources used
  - Process Portfolio (40%)
    - 9–18 screens which evidence the student’s sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities
- **Subjects Offered:** (Visual Arts: HL)
- **Internal Assessment:** Exhibition (40%)
  - A curatorial rationale that does not exceed 700 words
  - 8–11 artworks
  - Exhibition text (stating the title, medium, size and intention) for each artwork
- **External Assessment:**
  - Comparative Study: (20%)
    - 10–15 screens which examine and compare at least 3 artworks, at least 2 of which should be by different artists
    - 3–5 screens which analyse the extent to which the student’s work and practices have been influenced by the art and artists examined



- A list of sources used
- Process Portfolio (40%)
  - 13- 25 screens which evidence the student’s sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities

### 3. Core Components

#### Theory of Knowledge (TOK)

- **Internal Assessment:** TOK Exhibition (33%)
  - Students are required to create an exhibition of three objects with accompanying commentaries that explores how TOK manifests in the world around us. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.
- **External Assessment:** TOK Essay on a prescribed title. (67%)
  - Students are required to write an essay in response to one of the six prescribed titles that are issued by the IB for each examination session. As an external assessment component, it is marked by IB examiners

#### Extended Essay (EE)

- Independent research in a 4,000-word essay.
- Supervised by a teacher who guides the research and writing process.
- Assessed against common criteria and is interpreted in ways appropriate to each subject.

#### Creativity, Activity, Service (CAS)

- A non-assessed core component requiring students to document their experiential learning and successfully complete the requirements of the program.