

# **American Creativity Academy**

## **IB Assessment Policy**

### **Mission Statement of ACA:**

The American Creativity Academy is a private school that delivers a standards based American curriculum within an environment in which Islamic values are respected and practiced. The school is dedicated to preparing students for university success.

### **Purposes of Assessment**

The assessment at ACA evaluates:

- 1- The general level of learning within the school.
- 2- The progress of individual students.

### **Philosophy of Assessment**

The assessment of student achievement is an integral part of the overall program of educational planning in the Academy. Its relationship to educational goals, curriculum, professional development of staff, and to the reporting of student progress to parents is integrated into a well-designed and documented process. The overall goals of that process are:

- identification of students' learning needs which leads to improvement in instruction
- clear and timely student feedback that advances student improvement
- positive reinforcement for every student which increases student motivation

### **Principles of Assessment**

The implementation of student assessment policies should follow these principles and guidelines:

1. The assessment of student achievement is essential to improvement of learning.
2. All assessment should be directed toward meeting the Academy educational goals of academic excellence.
3. A program of assessment should encourage and lead to self-evaluation and improvement.
4. Teachers and Administrators should be consulted in decisions regarding student assessment programs and benchmarking.
5. The evaluation of individual student achievement should be made in the Academy and not be based on external assessment.

6. The results of Academy wide assessments of overall student achievements should be publicly reported only on a broad basis. Individual student results are not publicly available.
7. The methods and content of assessment devices should be compatible with the methods and content of instructions and are not limited to pencil and paper test. Oral, practical projects, performance, and on-going assessment will be taken into account.
8. Prior to implementation of an assessment program, the persons concerned should be informed about the reasons for assessment, what is to be measured, how assessment is to be administered, scored, and interpreted, and what reporting and feedback procedures will be followed.
9. Assessment results are to be interpreted and reported in a matter most suitable to the decisions for which they are intended.
10. Academy and external assessments should be coordinated to avoid redundancy and over testing.
11. School level and individual student assessment practices will be reviewed annually.

### **Assessment Practices**

American Creativity Academy recognizes that not all students learn in the same way, and that they need not always show their learning in the same manner. To this end, we aim to differentiate our instruction according to readiness and learner profile. Additionally, we provide opportunities for differentiated assessment.

#### Supportive Formative and Summative Assessment Practices

Our formative assessments are varied, and our feedback is meaningful, detailed and timely. The results of our formative assessments drive our instructional tack. Our goal is to direct student learning toward mastery of our curricular objectives and to maximize their performance on the summative assessment. A minimum of two formative assessments should be given per week. This can be in the form of classwork, homework or some other activity.

Our IB summative assessments are criterion-related. We use mark schemes to assess student performance on written tests and IB formulated rubrics for our internal assessments and those assessments made in preparation thereof. There should be a minimum of four summative assessments per quarter.

Our assessment methods are varied and are not limited to:

- Performance: Authentic Task
- Performance: Dramatization
- Performance: Lab Assignment
- Performance: Skill Demonstration
- Performance: Recital
- Written: Essay
- Written: Informative
- Written: Journal/ Diary
- Written: Narrative
- Written: Persuasive Essay
- Written: Report
- Oral: Debate
- Oral: Discussion
- Oral: Oral Report
- Oral: Presentation
- Oral: Speech
- Other: Peer Assessment
- Other: Quiz
- Other: Student Portfolio
- Other: Teacher Observation
- Project: Technology
- Project: Visual Arts
- Project: Personal
- Test: Common
- Test: Standardized
- Test: Written

### **Assessment Criteria**

Summative Assessments that are modeled after DP internal and external assessments (e.g. unit tests, lab reports, sample Written Tasks, etc.) receive a score using the same assessment scale as IB. These assessment scales vary according to the subject area, and can range from a 0-7, A-E, 0-24, etc. Our teachers are aware of these scales, are provided with performance indicators for their subject area, and use them. Students receive grades for these assignments according to the IB scale. Reporting assessment marks in this manner familiarizes our parents and students with IB practices and provides them direction for improvement.

### Formal IB Assessments

All IB Subjects within the Diploma Program consist of both internal and external assessments. Internal Assessments are graded by the subject teacher using IB criteria. If there is more than one teacher for the subject, a sufficient range of samples is exchanged for peer moderation. If moderated marks are within a certain level of tolerance, the grades are unchanged. If, however, the moderated marks are beyond this limit, the teachers must agree on acceptable grades for the entire sample. The sample is then collected electronically by the IB Coordinator who in turns submits it to the IBO via their online platform.

External Assessments are not graded by the teacher. These external assessments vary and may be in the form of work written during the school year that is later sent to the IBO, or formal exams written in May. In any case, they represent the synthesis of two year's study.

The IBO combines the internal and external assessments to produce a single grade for the course. IB subjects are based on a 1-7 scale while the Extended Essay and TOK are scored from A-E.

Student results are then recorded by the school, analyzed for trends of growth and areas requiring improvement, given to the subject area teachers and reported to upper administration.

### National Requirements

The Ministry of Education does not recognize grade reporting according to the IB format and requires American Schools to submit finalized grades according to a GPA. For that reason, the IB grade reported on particular assessments (e.g. mock exams, Internal Assessments, tests, etc.) is 'translated' into a percentage grade that figures into the overall mark of a student. This mark is based upon a percentage scale and contributes to the overall GPA reported to the Ministry of Education.

### **Assessment procedures:**

All exams for IB subjects use IB questions, markschemes, and grade boundaries for grading.

#### Mock exams in grade 12

- Grade 12 students have the opportunity to experience the IB exam through the mock exams.
- The format of the mock exams is the same as the external IB exams.
- The mock exams happen directly after Spring break.

#### Procedures for Mid-Term Exams

- Mid-Term exams are based upon all material covered from the beginning of the course to the current term. Grade 12 will write a mid-term exam.

#### Procedures for grade 11 Final Exam

- All students in grade 11 IB write the school final exams by the end of the school year. These exams consist solely of IB formulated questions, cover the entire content for the year, and be graded using IB markschemes and grade boundaries.

#### Procedures for grade 12 Final Exam / External Assessment (IB)

- By October 31, a list is sent to the respective teachers and the principals about the students who will write the IB external exam (MAY) and the ones who will write the school final exam.
- The students who will write the school exam, based on senior procedure, will receive a final exam grade on the ACA gradebook.
- The students who write the IB external exam will receive \*\* on the ACA gradebook with a comment: "The student is exempted from the final exams because of IB exams."
- The students who will write the IB external exams in May and do not show up to the exams, even if they have paid, will write the final exam in school.

## Internal Assessment Timeline

	Year 1	Year 2
September	<p><b>Art – Summer Assignment (September 1st)</b></p> <p><b>Art – Media tests/ style tests (September 29<sup>th</sup>)</b></p>	<p>Extended Essay – Second formal reflection w/ supervisor (Sep. 8<sup>th</sup>). Interim reflection</p> <p>Extended Essay: Development and discussion of parts of the essay – meet w/ Coordinator (Sep. 15<sup>th</sup>). Finish first draft of essay.</p> <p>Extended Essay—Check in Session 3 w/ supervisor (Sep. 29<sup>th</sup>) Make adjustments to first draft of essay.</p> <p>TOK – Presentation Rough Draft / Peer Feedback (Sep. 19<sup>th</sup>)</p> <p>Comp. Sci. – Planning (Sep. 14<sup>th</sup> – 18<sup>th</sup>)</p> <p><b>Art – Summer Assignment (comparison study) (Sept 1st) - go over comparison study guidelines again so students can fix this.</b></p> <p><b>Art – Artwork and PP 6+7 (September 29<sup>th</sup>)</b></p> <p>History – Proposal – Thesis + 3 Sources (Sep. 30<sup>th</sup>)</p> <p>Physics IA Topic (Sep. 15<sup>th</sup> )</p> <p>Economics IA #2 (Sep. 23 Micro )</p> <p>Physics – IA Part I (Sep. 29<sup>th</sup>)</p>
October	<p><b>Art – Artwork 1 (October 13<sup>th</sup>) process portfolio 1 (October 18<sup>th</sup>)</b> Due dates can be changed depending on the difficulty of artwork and medium. Process portfolio should be due a week after artwork to allow for reflection.</p>	<p>Comp. Sci. – Design (Sep. 23<sup>rd</sup> – Oct. 22<sup>nd</sup> )</p> <p><b>Math– Introducing IA- (October 22<sup>nd</sup> )</b></p> <p><b>Math – Start to choose topic and make initial plan (October 27<sup>th</sup> )</b></p> <p>TOK – 2<sup>nd</sup> draft of presentation (Oct. 10<sup>th</sup>)</p>

	<p>Arabic—Written task #2 first draft (Oct. 22<sup>nd</sup>)</p> <p>Arabic – Written Task #2 final draft (Oct. 30<sup>th</sup>)</p>	<p><b>Art - Artwork and Process Portfolio Part 8+9 (October 31<sup>st</sup>)</b></p> <p>Arabic -- Written Task #3 first draft (Oct.22<sup>nd</sup>)</p> <p>Physics IA Parts II and III ( Oct. 27<sup>th</sup> )</p> <p>History – Annotated bibliography + 5 to 10 academic sources + OPVLC 2 sources (Oct 29th)</p> <p>Arabic – Written Task #3 final draft (Oct. 30<sup>th</sup>)</p> <p>Extended Essay: October 1<sup>st</sup>: Submit first draft via Turnitin.com</p>
November	<p><b>Art – Artwork 2 (Nov 10<sup>th</sup>) process portfolio 2 (nov 14<sup>th</sup>) Due dates can be changed depending on the difficulty of artwork and medium. Process portfolio should be due a week after artwork to allow for reflection.</b></p>	<p>Economics Article 3 (Nov. 4<sup>th</sup>) Micro/Marco</p> <p><b>Art - Artwork and Process Portfolio Part 8+9 (November 28<sup>th</sup>)</b></p> <p>Extended Essay-- Check in session 4 and prepare to submit final draft</p> <p><b>Math – Submit choice of topic and initial plan (Nov 3<sup>rd</sup> )</b></p> <p><b>Math—Meetings (Nov 7<sup>th</sup> –14<sup>th</sup>)</b></p> <p>Biology IA Introduction (Nov. 5<sup>th</sup>)</p> <p>Comp. Sci. – Development (Oct. 22 – Nov. 20<sup>th</sup> )</p> <p>Physics IA Final Draft Submitted into Turnitin.com (Nov. 11<sup>th</sup> )</p> <p>TOK Presentations (Nov. 18<sup>th</sup>)</p> <p><b>Math – First draft of exploration [No individual comments] (Nov. 21<sup>st</sup> )</b></p> <p>Biology IA Part 1 (Nov. 28<sup>th</sup> )</p>
December	<p>Arabic FOA #1 (Dec. 11<sup>th</sup> )</p>	<p>History – Investigation Section draft (December 1<sup>st</sup>)</p>

	<p><b>Art – Artwork 3 (Dec 8<sup>th</sup>) process portfolio 3 (Dec 12<sup>th</sup>) Due dates can be changed depending on the difficulty of artwork and medium. Process portfolio should be due a week after artwork to allow for reflection.</b></p> <p>Dec 5 Econ I-Micro-First Draft</p>	<p>Comp. Sci. – Video (Nov. 20<sup>th</sup> – 1<sup>st</sup> Dec)</p> <p>Comp. Sci. – Evaluation (1<sup>st</sup> Dec- 11<sup>th</sup> Dec)</p> <p>Arabic – IOC (Dec. 11<sup>th</sup>)</p> <p><b>Math – Exploration 2<sup>nd</sup> draft – With Comments (Dec 5<sup>th</sup> )</b></p> <p>History – Reflection Section draft (Dec. 12<sup>th</sup> )</p> <p><b>Art – Comparative Study draft 2 (December 12<sup>th</sup>)</b></p> <p><b>English - Written Task Draft (Dec. 15<sup>th</sup>)</b></p>
January	<p><b>Art – Comparison study – analysis notes of 3 artworks (Jan 12<sup>th</sup>)</b></p> <p>Extended Essay -- Stage 1: Subject, Topic and supervisor Selection.</p> <p>Check in session 1 with Supervisor</p> <p>(Jan 6<sup>th</sup>) – Meet w/ EE Coordinator</p>	<p><b>Art – Comparative Study Final draft due (Jan 30<sup>th</sup>) Fix/improve/change any artwork and process portfolios for IB ART SHOW</b></p> <p><b>English – Written Task Final Draft (Jan. 9<sup>th</sup>)</b></p> <p>Extended Essay: Final draft of EE submitted (Jan. 5<sup>th</sup>) - January 5<sup>th</sup>: Submit Final Draft of EE via Turnitin.com</p> <p><b>Math – Meetings (Jan 5<sup>th</sup>-16<sup>th</sup> )</b></p> <p><b>Math—Due date (Jan 26<sup>th</sup> )</b></p> <p>TOK – TOK Essay Draft 1 (Jan. 12<sup>th</sup> )</p> <p>Biology IA Due (Jan. 16<sup>th</sup> )</p> <p>Psychology – Experimentl Study Report 1<sup>st</sup> Draft ( Jan 30<sup>th</sup> )</p> <p>Global Politics 1<sup>st</sup> Draft (Jan 30th)</p>

<p>February</p>	<p><b>Art – Artwork 4 (Feb 2nd) process portfolio 4 (feb 6th)</b></p> <p><b>Art – Artwork 5 (feb 23<sup>rd</sup>) process portfolio 5 ( feb 28<sup>th</sup>)</b></p> <p><b>Art – Due dates can be changed depending on the difficulty of artwork and medium. Process portfolio should be due a week after artwork to allow for reflection.</b></p> <p>Extended Essay: Check in Session 2 w/ EE Coordinator (February 2<sup>nd</sup>)</p> <p>Extended Essay: meeting with the librarian</p> <p>Extended Essay – Check in Session 2 w/ EE supervisor (February 16<sup>th</sup>) - to plan RRS</p> <p>Economics IA #1 (Feb. 28<sup>th</sup>)</p>	<p><b>Art – Curatorial essay and Catalogue page (Feb 28) Fix/improve/change any artwork and process portfolios for IB ART SHOW</b></p> <p>TOK – Essay Second Draft (Feb. 2<sup>nd</sup> )</p> <p>Economics IA #3 (Feb. 4<sup>th</sup> ) Intro/Macro</p> <p>History—Final Submission (Feb. 6<sup>th</sup>)</p> <p>Arabic – Written Task # 4 first draft (Feb. 13<sup>th</sup>)</p> <p>Arabic – Written Task #4 final draft (Feb. 20<sup>th</sup>)</p> <p>Chemistry Introduction (Feb. 13<sup>th</sup> )</p> <p>TOK Essay – Final Draft (Feb. 16<sup>th</sup> )</p> <p>Global Politics – PEA 2<sup>nd</sup> draft (Feb. 14<sup>th</sup>)</p> <p>Extended Essay: Viva Voce/final reflection (February 2<sup>nd</sup>) VIVA VOCE - Fill out RPPF form</p> <p><b>Math—Final drafts graded by teachers (Feb 20<sup>th</sup> )</b></p> <p>Psychology – Experimental Study Report 2<sup>nd</sup> Draft (Feb 20<sup>th</sup>)</p>
<p>March</p>	<p><b>Art – Fix/ improve/change any artwork to submit to the IB ART SHOW</b></p> <p>Group 4 Project starts (Mar. 1<sup>st</sup> )</p> <p>Arabic – Written Task #1 first draft (Mar. 12<sup>th</sup> )</p> <p>Extended Essay: First formal reflection w/ Supervisor (Mar. 8<sup>th</sup>) - Meet with supervisor for first formal reflection session.</p>	<p><b>English -- Written Task draft (Mar. 1<sup>st</sup>)</b></p> <p>Chemistry – First Draft (Mar. 12<sup>th</sup>)</p> <p><b>English - Written Task final (Mar. 8<sup>th</sup>)</b></p> <p>Global Politics: PEA Submission (Mar. 21<sup>st</sup>)</p> <p>Chemistry – Final Draft (Mar. 29<sup>th</sup> )</p>

	<p>Extended Essay: Development and discussion of parts of the essay – meet w/ Coordinator (March 15<sup>th</sup>, 2020)</p> <p>Arabic – Written Task #1 final draft (Mar. 19<sup>th</sup> )</p> <p>Arabic – Written Task #1 final draft (Mar. 19<sup>th</sup> )</p> <p>Group 4 Project Ends (Mar. 31st)</p>	<p><b>English -- FOA starts ( Mar. 29<sup>th</sup>)</b></p> <p><b>Spanish / French Orals (Mar.22– 25<sup>th</sup>)</b></p> <p><b>Art- Comparison study, process portfolio, exhibition photographs and curatorial essay – all in correct format (March 24<sup>th</sup>)</b></p> <p><b>ART EXHIBITION 19-20</b></p>
<p>April</p>	<p>Introduction to Computer Science IA (5 stages) April 19<sup>th</sup></p> <p>TOK Presentation Rough Draft April 12</p> <p>English -- IO (April 19th)</p> <p>TOK Presentation Draft 2 (April 22<sup>nd</sup>)</p> <p>Extended Essay -- Check-in session 3 w/ supervisor (April 26<sup>th</sup>)</p> <p>Extended Essay: coordinator meeting 4 (April 16<sup>th</sup>)</p>	<p>Psychology – Experimental Study Final Report (April 22)</p> <p><b>MOCK EXAMS</b></p> <p><b>April 12<sup>th</sup> – 16<sup>th</sup></b></p> <p><b>(Students need to come on the 16<sup>th</sup> which is a Parent-Conference Day)</b></p>
<p>May</p>	<p><b>Art – Comparison study – Analysis notes (May 3<sup>rd</sup>)</b></p> <p>Arabic – FOA #2 (May 14<sup>th</sup> )</p>	

TOK Presentation May 3<sup>rd</sup>

Economics –IA Final Micro

Summer-IA 2 Micro

Extended Essay – Check-in session w/ EE coordinator May 3<sup>rd</sup>, 2020 - Begin composing the body of the extended essay.

Summer - **WRITE FIRST DRAFT OF EXTENDED ESSAY**

IB EXAMS

May 6<sup>th</sup> – May 24<sup>th</sup>

## Grading/Marking

While ACA reports grades using percentages, preparatory internal assessments, actual internal assessments, final and mock exams are all graded by converting a raw score to an IB scale using grade boundaries. These marks are made available to students. The IB scale is then converted to a percentage for reporting. A sample scale (used for mock exams) has been provided below:

<b>IB Score</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
ACA Letter Score	F	D	C	B-	B	A-	A
ACA Numeric Score	55	67 (1.8)	78 (2.8)	84 (3.5)	88 (3.8)	91 (4.2)	97 (4.5)

Grades are reported via PlusPortals, an online platform, using percentages to aid standardization across the various programs offered (IB, Honors, and American Diploma).

Letter Grade	Percentage	GPA	IB Courses
A+	98 – 100	4.0	4.5
A	93 – 97	4.0	4.5
A-	90 – 92	3.7	4.2
B+	87 – 89	3.3	3.8
B	83 – 86	3.0	3.5
B-	80 – 82	2.7	3.2
C+	77 – 79	2.3	2.8
C	73 – 76	2.0	2.5
C-	70 – 72	1.7	2.2
D+	67 – 69	1.3	1.8
D	63 – 66	1.0	
D-	60 – 62	0.7	
F	Below 60	0.0	0.0
I	Incomplete		
W	Withdrawn		

### **Informing students/parents upcoming major assessments:**

The students and parents are informed 1 week prior to the major assessment the date of the assessment. The information goes out electronically over PlusPortals and also on whiteboards specific for every grade level put in the hallway. Students could have a maximum of 3 major assessments during the week. Teachers collaborate to assign the assessments so that students are not overloaded with more than 3 major assessments per week.

### **Recording and Reporting Grades**

Teacher grades are recorded in PlusPortals, which provides online, daily access to students and parents. Parents and students are provided their personal code. Grades are updated biweekly on PlusPortals. Teachers are also encouraged to maintain a hard copy of their classroom grades. Teachers use written and verbal feedback to encourage student progress, identify their needs, determine achievement, and assist in maintaining accountability.

Students can calculate their GPA using a website [www.aca-gpa.com](http://www.aca-gpa.com)<sup>1</sup>

### **Marking Periods**

There are four marking periods identified as quarters (8 to 9 weeks). Progress reports are uploaded every 5 weeks. Report cards are issued at the end of each quarter.

Parent/teacher conferences are scheduled twice a year: in November and April. Individual parent and/or students conferences are held on an as needed basis.

### **Mark bands / curving**

Teachers create mark bands for major assessments when necessary based on the class average and the number of students taking the test. Additionally, preparatory assignments for IB internal and external assessments use IB assessment descriptors for determining the appropriate grade. When using assessment descriptors, teachers should use a “best-fit” approach. If, for example, a student’s work fell within the 5-6 level, but the student scored poorly in one particular strand, then the lower grade of five may be chosen instead of six.

### **Graduation requirements**

Required Courses	Required Credits
English	4
Math	3

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<sup>1</sup> The website was created by an IB student: Abdulaziz Sabri

Science	2
Social Studies	3
Religion	2
World Language(Arabic is required for Arabs)	4
Physical education	1
Information Technology	1
Art	1
Electives	4

## **Homework**

Homework provides students the opportunity to practice what they have learned in class. It is a means to review subject matter as well as to reinforce learning.

1. Homework should relate to the ability level for the student.
2. Teachers should assign homework that is meaningful.
3. A maximum of 2 hours of homework for student s in grades 7-11.
4. This time does not include time needed for daily review and study.
5. Full credit will not be given for work submitted late unless the teacher receives a valid excuse for late work.
6. Credit may be deducted for work submitted past due date.
7. An assignment is late if it is submitted past the due date and/or when the teacher collects it.

Additional time maybe required for those students who are not in solid grade level.

## **Turnitin.com**

Students should submit all assignments through the turnitin.com website. Teachers may request a hard copy of the assignment. Students above 20% similarity in their assignments will be penalized following the Academic Honesty policy.

## **Collaborative IB / CCC meetings**

Assessments are always subject to collaboration. Assessment tools and strategies should be discussed in every collaboration meeting or Cross Campus Collaboration meetings.

## **Links to Other Policies**

### **Malpractice**

When assessing students' work, teachers should also follow the Academic Honesty policy. If a student is suspected of malpractice, it is the teacher's responsibility to investigate further into the matter. Depending upon the level of the offence, the matter may be settled by the teacher and student or escalated further to include a panel and hearing. In all cases, teachers should record instances of suspected and verified malpractice in their electronic folder as described in the Academic Honesty policy.

### **Differentiation**

All students should have equal access to the curriculum, regardless of challenges they may face to due language or learning style. Thus, teachers should be sure to differentiate assessments to ensure that all students have been given an equal opportunity to display their learning. In keeping with our Language and Inclusion policy, teachers should take care to make connections to prior learning, use visual aids in teaching, scaffold material, and consider their students' needs when developing their assessments.

### **Academic Probation**

Students that fail to maintain above a 2.5 GPA in the IB subject or as a whole if an IB diploma student, will be placed on academic probation, as per our Admissions Policy. Students that fail to improve their performance risk being removed from the course or the program as a whole.

## **Assessment Policy Implementation**

The Assessment policy should be implemented by teachers, students, administrators, counselors and parents. All stakeholders should be aware of it and use it as appropriate.

## **Evaluation and Review**

This policy will be evaluated and reviewed during the IB self-study cycles or on the request of the Superintendent. The review will be done by a group of teachers, administrators, students and the IB coordinator.