



مدرسة عمان الوطنية
Amman National School

ANS Assessment Policy

2018



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Amman National School perceives assessment as an essential learning tool for both teachers and students, and its main purpose is to support and enhance students' learning, and teachers' planning and teaching.

Assessment at Amman National School is based on the following beliefs:

- Students are unique individuals with different abilities, learning styles, and experiences.
- Assessment should be educative and forward looking.
- Assessment tasks must assess students' acquisition of higher thinking skills, in addition to acquisition of basic knowledge.
- Assessments must be addressed throughout the process of planning, teaching and learning.
- Assessment must be aligned with the expected learning outcomes, and the school's philosophy and mission.
- Students should receive continuous and immediate feedback to improve their learning.
- Levels of achievement are calculated according to clearly articulated standards.
- Students' awareness of academic honesty must be addressed continuously.
- Assessment must include students' reflections and self-assessment.
- Assessment data must be analyzed to provide reliable information on the curriculum, education process, and students' progress.

Assessment Types

Teachers use diagnostic, formative assessments and summative assessments for every unit based on established standards and criteria. Diagnostic assessments are performed at the beginning of each unit, to determine the students' current level and previous knowledge. Formative assessments are on going to ensure frequent, instant, and constructive feedback is given to the students, and so that teachers can get

feedback on their teaching. Summative assessments are completed at the end of each unit, to measure the level of achievement for each student in a variety of skills aligned with specific criteria for each subject.

Assessment Strategies

Teachers are expected to use different strategies to assess students in order to achieve a better understanding of each child's unique learning experience.

Strategies Teachers Use To Assess Students Include:

- Selected Response (quizzes, tests)
- Performance-based assessments (presentations, exhibitions, debates)
- Observations (spontaneous and systematic)
- Open-ended Tasks (a response to a stimulus, such as a written response)
- Communication (conferences, students' interviews)
- Reflection (self-assessment, journal, students' portfolios).

Assessment tools are the methods that teachers use when recording information about students' learning. They vary depending on the type of assessment and the skills being assessed.

Tools used for assessments include:

- Checklists
- Rating scales
- Rubrics
- Learning logs
- Anecdotal records
- Continuums

Recording

Teachers are expected to maintain accurate and clear records of their students. They must record their observations on students' performance, class work, homework, learning styles

and achievement levels. Students' records are official documents. Parents can view these records but cannot obtain a copy. Records are kept for future reference..

Reporting

Students obtain daily constructive feedback on their learning. In addition, the school communicates student progress with guardians through assessment reporting and individual family meetings.

- **Written Assessment Reports**

- 1. Progress Reports**

Progress reports are sent once (six weeks into the semester) for grades 1-6 and twice (six and twelve weeks into each semester) for grades 7-12. Progress reports serve as check-in with families and give a general understanding of how the student is doing this far.

- 2. End of Semester Assessment Report**

The final assessment report provides a more detailed, descriptive and quantitative, assessment of each student and his/her overall progress and level of achievement.

Assessment reports in grades KG-4 are descriptive in nature. There are no levels given for the students in these grades. In grades 5-12, levels of achievement are provided in each criteria related to each subject. Levels range from 7 (high) to 1 (low).

- **Meetings**

- 1. School Scheduled Meetings**

Guardian/teacher meetings are held halfway through each semester. Guardians and students meet with teachers to discuss student progress and overall wellbeing. Together they examine any challenges a student may be facing and ways to

overcome them.

2. Other Meetings

Teachers offer office hours where guardians and students are able to meet with teachers unannounced. Teachers and guardians also schedule meetings by appointment as necessary.

Assessment of Students with Special Learning Needs:

Students with learning difficulties and students attending the special education program are assessed based on their needs and abilities. They are assessed on their fulfillment of the objectives set in each student's individualized teaching plan. The school provides accommodations for students meeting eligibility criteria such as extra time allotment during exams, use of assistive technology, modified papers (color and large print), etc.

Standardized Tests

Students in grades 4, 8, 10 sit for the Jordanian National Standardized Tests in Arabic, English, mathematics, and science.

Assessment in grades 11-12

ANS offers two different programs at the secondary school. In order for students to obtain their high school diploma at the end of these two years, students must meet the requirements of the chosen program and the requirements of the Ministry of Education.

- **Diploma Program**

School Assessments

Teachers in the Diploma Program work on assessing students for school assessment as well as supervise students in completing DP internal, external and core assessments. Teachers use standards and criteria set by the IBO for each subject.

Throughout the two years, teachers use formative assessments as an ongoing process to observe, review and improve students' learning. They also use

summative assessment to measure students' performance against diploma program assessment criteria and to judge level of achievements. Teachers provide a range of learning tasks that meet the needs of the program and use assessment strategies appropriate to the given tasks. They ensure that all assessment tasks are set according to criteria clear to students and aligned with the IB criteria for internal and external assessment.

Internal assessments

During the two-year course, students are required to produce work for DP internal assessments for each registered subject according to specific criteria. These are internally marked by the teacher then moderated by an external examiner. Examples include oral tests in language subjects, TOK presentations, mathematics projects, and laboratory investigations, etc.

External Assessments

IB Program Students in the IB Program sit for the IBDP exams at the end of their second year of the program. In order to obtain the equivalency of the Jordan General Certificate of Secondary Education, student must have obtained a high school certificate and passed the appropriate IBDP courses that meet the requirements of the Ministry of Education. The School ensures that IB external exams procedures are administered according to the standards and procedures of the IB exam protocol.

Theory of Knowledge Assessment

IBDP students have to submit an essay on one of the prescribed titles set by the IB. The TOK teacher supervises the essay internally guided by the set criteria of the IB. The essays are marked externally by IB examiners.

Extended Essays

In year 2, IBDP students submit an extended essay on a subject of their choice, supervised by a teacher at the school. The supervisor must ensure that the essay meets the IB criteria set and standards for academic honesty. The extended essays are marked externally by IB examiners.

Grading in the IB Diploma Program

At the end of each semester, students receive grades based on the IB 7 (high) to 1 (low) grade scale. Level 0 is only given when work is not submitted, plagiarized, or completely irrelevant.

IB Grades	Description
7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Pass
2, 1	Fail

- **National Jordanian Program**

School Assessments

Throughout the final two years of the program, teachers use formative assessments as an ongoing process to observe, review and improve student's learning. They also use summative assessment to measure students' performance against program assessment criteria. Teachers provide a range of learning tasks that meet the needs of the program and use assessment strategies appropriate to the given tasks.

External Assessments

Students enrolled in the National Program who have passed grades 11 and 12, sit for the Jordan General Exam of Secondary Education (Tawjihi), in the subjects

chosen, at the end of the 1st and 2nd semesters of their 12th year. Dates are set by the Ministry of Education, and moderated by them as well.

Grading in the National Program

Students in the national program are assigned percentages in accordance with the Ministry of Education criteria set forth in the curriculum. The grading scale is as follows

Mark	Grade	Description
90 - 100%	A	Excellent
80 - 89%	B	Very good
70 - 79%	C	Good
60 - 69%	D	Satisfactory
50 - 59%	E	Pass
49%	F	Fail

Using Assessment Data to Maintain School Effectiveness

Teachers, coordinators, and administrators systematically analyze students' assessments. All information gathered is used as feedback when reviewing and improving the school's educational process.