

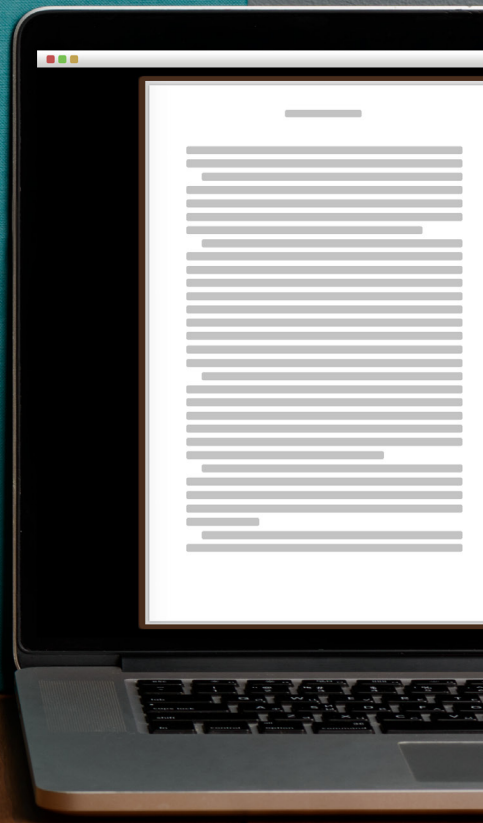


Eastwood Schools
Est. in 1973

IB School Assessment Policy*

An EIS Guide
2022-2023

*Policy was last reviewed on September 2022



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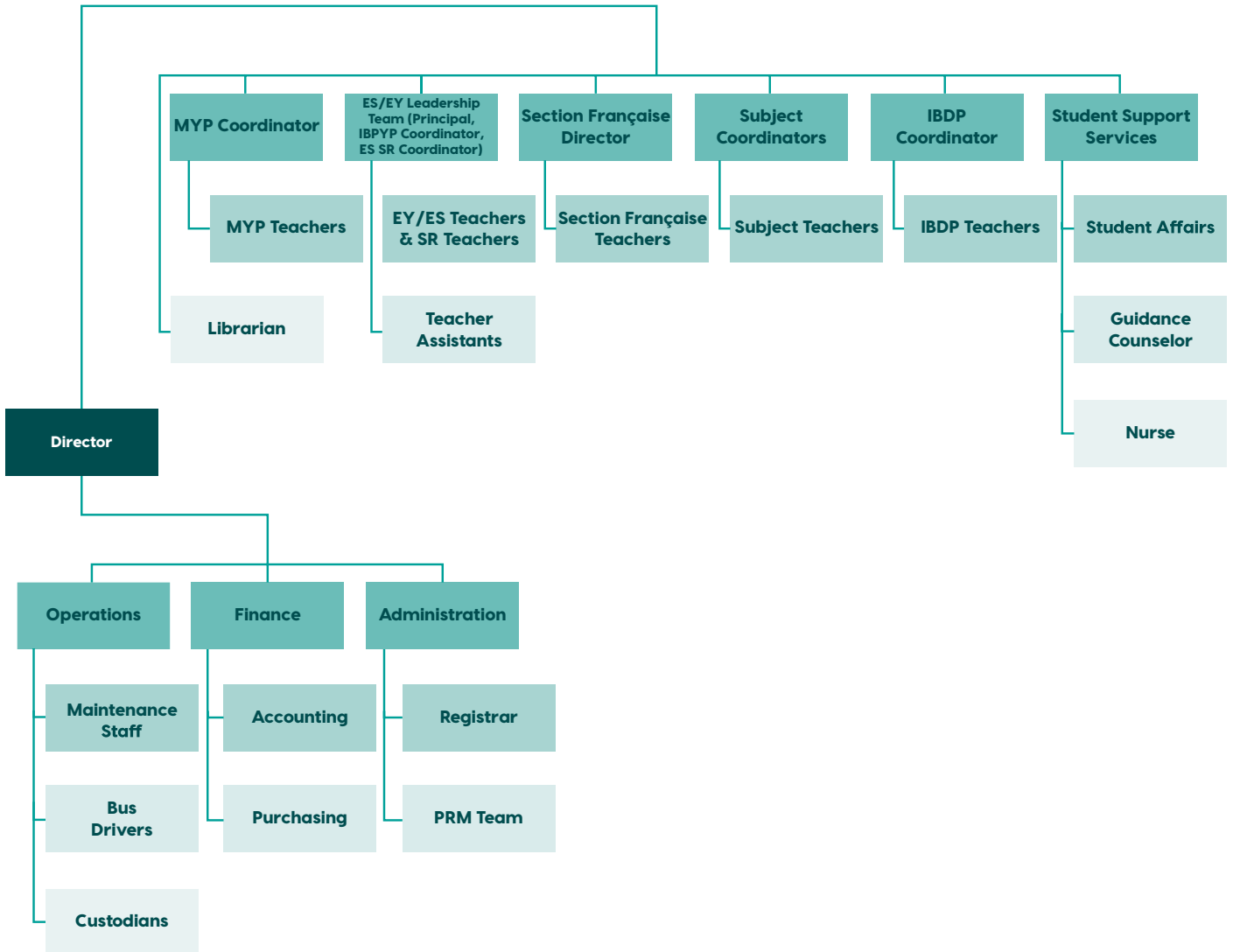
CIS MEMBER



MISSION + VISION

Eastwood International School commits to positively impacting the world by teaching students to be driven by a balance of mind, body and soul, and to couple knowledge with compassion, ambition with integrity, and achievement with service.

ORG CHART



INDEX

MISSION.....p.2

**ORGANIZATIONAL
CHART POLICIES.....p.3**

**PYP
ASSESSMENT POLICY.....p.7**

**MYP
ASSESSMENT POLICY.....p.12**

**DP
ASSESSMENT POLICY.....p.22**

IB SCHOOL ASSESSMENT POLICY

Learning is an ongoing process. Assessments provide teachers, students and parents with an overview of the student's learning journey and progress.

Information from assessment is used to build the curriculum, review it and amend it to build on the students' prior knowledge. Assessment is a measurement tool the progress of each student, the areas of strength and the learning outcomes in the process of development.

Assessment contributes to the fulfilment of the goals and objectives set in our mission statement:

EASTWOOD SCHOOLS COMMITS TO IMPACTING THE WORLD BY TEACHING STUDENTS TO BE DRIVEN BY A BALANCE OF MIND, BODY AND SOUL, AND TO COUPLE KNOWLEDGE WITH INTEGRITY, AMBITION WITH COMPASSION, AND ACHIEVEMENT WITH SERVICE.

IB SCHOOL ASSESSMENT POLICY

The purpose of this document is to clarify the process of assessment the Early Years and Elementary department of Eastwood for all stakeholders: teachers, learners, and parents. Assessment is an integral part of our program; it is used to make informed decisions about the teaching and learning of the children in the classroom and for enhancing life-long learning.

ASSESSING: HOW WE KNOW WHAT CHILDREN HAVE LEARNED

PURPOSE: Each unit of inquiry includes both formative and summative assessments that are purposefully designed to be reflective of the students' knowledge and skills acquired before, during, and after the unit of inquiry. Eastwood ensures that all essential elements are assessed: knowledge, concepts, skills, and action. The purpose and means of assessment are clearly explained to and planned with the students.

• **FORMATIVE ASSESSMENTS** are interwoven within each unit of inquiry. Pre-assessment determines students' prior knowledge at the beginning of a unit to plan the next stage of learning within the context of the lines of inquiry of transdisciplinary and stand-alone units. Formative assessment and teaching are directly linked: they inform teachers' decisions about the students' learning process during the unit. Neither can function effectively or purposefully without the other. Formative assessments are not graded.

• **SUMMATIVE ASSESSMENTS** take place at the end of a period of disciplinary instruction and at the end of each unit of inquiry. They are an opportunity for students to demonstrate the knowledge, skills, and concepts acquired through the unit. They refer to those learning activities that collect information about student progress at the end of a period of instruction and measures the understanding of the central idea of transdisciplinary and stand-alone units.

PYP Assessment Policy



RECORDING: HOW WE COLLECT AND ANALYZE STUDENT WORK

Documentation of students' learning journeys serves the purposes of communicating, differentiating instruction in the classroom, and informing teachers' decisions about their daily planning. Teachers use a range of methods to document student learning, such as work, videos and photographs, audio recordings, transcripts of dialogues, and annotated pieces of student work. This process happens on a regular/daily basis.

The tools and strategies used by the teachers complement each other to provide a detailed analysis of the student performance.

Strategies methods of assessments for students	Tools instruments used in grading assessments
<ul style="list-style-type: none">• Observations• Performance Tasks• Process-focused Assessments• Selected Responses (e.g., quizzes and tests)• Student Portfolios• Open-ended Responses	<ul style="list-style-type: none">• Anecdotal Notes• Checklists• Rubrics• Continuums

DESCRIPTION OF THE ASSESSMENT CATEGORIES

- **OBSERVATIONS-** students are observed often and regularly with teacher focus on the whole group and on one student.
- **PERFORMANCE TASKS-** tasks include authentic and significant challenges and problems; there are multiple answers approaches and solutions to the problem and rarely one correct response; they require many skills; are multi-model (audio, video, and narrative records are included.)
- **PROCESS-FOCUSED ASSESSMENTS-** tasks that involve regular observation of the student across time and collecting multiple observations; takes time
- **SELECTED RESPONSES-** simple occasion; one-dimensional exercises; tests and quizzes are the most familiar examples of this form of assessment.
- **OPEN-ENDED TASKS-** students respond to a prompt or a question in many ways such as an answer, a drawing, a diagram or a solution; the assessment criteria is attached.

REPORTING: HOW WE CHOOSE TO COMMUNICATE INFORMATION ABOUT ASSESSMENT

Student performance is reported to parents and administration periodically on multiple occasions through various means.

CONFERENCES:

- **PROGRESS CONFERENCES:** Two Parent-Teacher Conferences are scheduled every academic year, in November and April. The purpose of these conferences is to share students' strengths, identify their challenges, and propose strategies and follow up routines.
- **STUDENT-LED CONFERENCES:** This conference is to allow the student the opportunity to share their learning journeys in a one-on-one meeting with their parents and teacher. It provides them with an opportunity to reflect on their learning with others.
- **THE EXHIBITION:** A celebration of the PYP learning journey that occurs in Grade 5. Students will exhibit the learner profile attributes and use the five essential elements to plan, lead, and present one unit of inquiry.

PYP SCHOOL ASSESSMENT POLICY

WRITTEN REPORTS:

Eastwood's written reports emphasize areas of strengths and challenges of a child to ensure communication of constructive feedback. They also provide strategies for improvement to provide constructive feedback.

- **REPORTS ON LEARNING:** The purpose of Reports of Learning is to communicate the student's academic performance with respect to the grade level disciplinary standards.

IB PYP GENERAL PERFORMANCE DESCRIPTORS ARE DESCRIBED IN THE TABLE BELOW:

Performance	Descriptor
Produces work of very limited quality not demonstrating understanding of the grade level standard. Conveys many significant misunderstandings or lack understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.	1
Produces work of limited quality not demonstrating understanding of the grade level standard. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.	2
Produces work of an acceptable quality showing little progress toward understanding the grade level standard. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.	3
Produces good-quality work showing progress toward grade level standard with support and additional time. Communicate basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.	4
Produces generally high-quality, occasionally innovative work demonstrating progressive proficiency toward the grade level standard. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar world situations.	5
Produces high-quality, occasionally innovative work demonstrating independent proficiency toward the grade level standard. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.	6
Produces high quality, frequently innovative work demonstrating independent proficiency in the grade level standard. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.	7

MYP Assessment Policy



ASSESSMENT IN THE MYP

AIMS TO:

(MYP: FROM PRINCIPLES TO PRACTICE, 78)

- Support and encourage student learning by providing feedback on the learning process
- Inform, enhance and improve the teaching process
- Provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments
- Promote positive student attitudes towards learning
- Promote a deep understanding of subject content by supporting students in their inquiries set in real- world contexts
- Promote the development of critical- and creative-thinking skills
- Reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- Support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.

ASSESSMENT PHILOSOPHY:

- Assessment is an on-going process.
- The purpose of assessment is to measure and improve student learning.
- Student reflection is a crucial and fundamental part of the assessment process.
- Assessment tasks are designed to be authentic.
- Feedback is a requirement for the assessment process. It gives the students the chance to reflect on their performance and improve it.
- Assessment should take into consideration learning diversity and be sensitive to differences the students might have when it comes to culture, language, race, learning, physical and gender differences.
- Assessment have to be based on the MYP criteria and teachers must share them with the students prior to the assessment.
- All judgments are based on evidence from student work.

ASSESSMENT PRACTICES:

- The language of instruction is English which also applies to reporting. The reporting for the other language offered at the school will be in those languages unless there is a need to provide a translation in English to accommodate the needs of the parents.
- Assessment criteria will be explained to students prior to the assessment. To support that the assessment will include the task rubrics.
- When necessary tasks will be differentiated based on the learning needs of students
- Students will be provided with feedback about their learning
- The students will reflect on their performance which will enable them as learners and make them an integral part of their learning process.
- Each subject will assess all 4 criteria and all their strands at least twice during an academic year
- Reporting is done twice per semester:
 - through a progress report card and progress report meeting with parents and students
 - report card at the end of the semester

FORMATIVE ASSESSMENT

Formative assessment is an ongoing process that is used to monitor student's learning and provide ongoing feedback that can be used to enhance the teaching and learning process.

Formative assessment can either be graded or not and they may include:

Application Article

During last 10 minutes of class, students write a short response about how a major point applies to a real-world situation.

Background Knowledge

Probe is a short, simple questionnaire given to students at the start of a new unit, lesson or topic to uncover students' pre-conceptions.

Chain notes: Students pass around an envelope on which the teacher has written one question about the class. When the envelope reaches a student he/she spends a moment to respond to the question and then places the response in the envelope.

MYP SCHOOL ASSESSMENT POLICY

Computer-based assessment/ClassKick

This application allows teachers to post assignments for students, so both the teacher and peers can provide feedback on the assignment. Students can monitor their progress and work.

Concept Maps are drawings or diagrams showing the mental connections that students make between a major concept stressed in class and other concepts they have already learned.

Directed paraphrasing

Ask students to write a layman's "translation" of something they have just learned—geared to a specified individual or audience—to assess their ability to comprehend and transfer concepts.

Field Experience is application of course content in a practicum/ internship/ community service model

Memory Matrix

Ask students to write a layman's "translation" of something they have just learned—geared to a specified individual or audience—to assess their ability to comprehend and transfer concepts.

Minute Papers:

Ask students to write a brief response to the following questions: "What was the most important thing you learned during this class?" and "What important question remains unanswered?"

Muddiest Point:

Students jot down a quick response to one question: "What was the muddiest point in [the lecture, discussion, homework assignment, film, etc.]?" The term "muddiest" means "most unclear" or "most confusing."

One-Sentence Summary

Students summarize knowledge of a topic by constructing a single sentence that answers the questions "Who does what to whom, when, where, how, and why?" The purpose is to require students to select only the defining features of an idea.

Reflection papers assignments show how personal experiences and observations shape students' thinking and acceptance of new ideas.

CLASSROOM ASSESSMENT TECHNIQUES

SUMMATIVE ASSESSMENT:

Summative Assessment evaluates students' learning at the end of a unit by comparing it against the standards. Assessments should be designed to be authentic and have the purpose to teach students and improve their skills and understanding of course content. They require students to apply what they learned to a new situation and to determine what information and skills are relevant to complete the assessment and how they should be used.

INTERNAL STANDARDIZATION:

Internal standardization is done to assure fairness and adequate grading. Within a subject group the teachers are required to provide 3 different samples of each assessment which are graded anonymously by at least two other teachers. After that is done they agree on a final grade for the samples provided. Internal standardization should be finalized before reporting the grades to the students and parents.

GRADING IN THE MYP

Each subject has four criteria which are aligned with the subject's objectives.

Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.

Schools must regularly report student progress towards the MYP objectives using the prescribed subject-group assessment criteria. The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught. They encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Assessment criteria for years 1, 3 and 5 of the programme are provided in MYP subject-group guides, and their use is mandatory.

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MYP SCHOOL ASSESSMENT POLICY

IB MYP ASSESSMENT CRITERIA

The MYP assessment criteria across subject groups can be summarized as follows. (From principles into practice, p.80)

	CRITERION A	CRITERION B	CRITERION C	CRITERION D
LANGUAGE AND LITERATURE	ANALYZING	ORGANIZING	PRODUCING TEXT	USING LANGUAGE
LANGUAGE ACQUISITION	LISTENING	READING	SPEAKING	WRITING
INDIVIDUALS AND SOCIETIES	KNOWING AND UNDERSTANDING	INVESTIGATING	COMMUNICATING	THINKING CRITICALLY
SCIENCES	KNOWING AND UNDERSTANDING	INQUIRING AND DESIGNING	PROCESSING AND EVALUATING	REFLECTING ON THE IMPACTS OF SCIENCE
MATHEMATICS	KNOWING AND UNDERSTANDING	INVESTIGATING PATTERNS	COMMUNICATING	APPLYING MATHEMATICS IN REAL-WORLD CONTEXTS
ARTS	KNOWING AND UNDERSTANDING	DEVELOPING SKILLS	THINKING CREATIVELY	RESPONDING
PHYSICAL AND HEALTH EDUCATION	KNOWING AND UNDERSTANDING	PLANNING FOR PERFORMANCE	APPLYING AND PERFORMING	REFLECTING AND IMPROVING PERFORMANCE
DESIGN	INQUIRING AND ANALYSING	DEVELOPING IDEAS	CREATING THE SOLUTION	EVALUATING
MYP PROJECTS	PLANNING	APPLYING SKILLS	REFLECTING	X
INTERDISCIPLINARY	EVALUATING	SYNTHESIZING	REFLECTING	X

MYP SCHOOL ASSESSMENT POLICY

After a series of judgments are made, the rubrics, along with formative assessment data and summative assessment data are used to make a final judgment using the “best-fit” approach

(MYP: From principles into practice, 2014p: 78-83)

COMMAND TERMS (FROM PRINCIPLES INTO PRACTICE, P.82)

Command terms are embedded in the objectives and assessment criteria of each subject group in the MYP. The outcome of using command terms is that students understand and know what to do when asked to “describe” as opposed to “discuss”, or to “infer” as opposed to “explain”. An understanding and mastery of the command terms is an ATL skill that can be applied in new situations across the MYP subject groups as well as in further study, including in the DP and IBCC.

Teachers use command terms when giving instructions, when questioning students, when posing problems and when eliciting responses from a class. Students are expected to understand and be able to respond effectively to the command terms present in teaching instructions, questions and problems presented to them. While the definitions for the command terms remain the same, the expectation for the level of sophistication of students’ understanding, responses and performances is expected to progress with students’ maturity and intellectual development.

MYP SCHOOL ASSESSMENT POLICY

IB MYP GENERAL GRADE DESCRIPTORS

Schools using the MYP 1–7 scale should use the grade boundary guidelines table that follows to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

GRADE	BOUNDARY GUIDELINES	DESCRIPTOR
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

MYP SCHOOL ASSESSMENT POLICY

References:

"Classroom Assessment Techniques". Center For Innovative Teaching And Learning, <https://citl.indiana.edu/teaching-resources/assessing-student-learning/classroom-assessment-techniques/>.

MYP: From Principles Into Practice. International Baccalaureate Organization, 2014. Web. 18 May 2019.

DP Assessment Policy



DIPLOMA PROGRAMME ASSESSMENT POLICY

The purpose of assessment is to gather information about student progress in order to improve teaching and learning. Information related to assessment is communicated in a clear manner to students, parents and teachers.

Assessment provides students, parents and teachers with an accurate picture of student performance in relation to the goals, standards and objectives of the Lebanese and American program of study at Eastwood College. Assessment supports and reflects curriculum goals, standards and objectives and takes into account the student's learning needs.

If a student, parent or teacher does not believe that the requirements in this section are being adhered to, they should discuss the matter with the subject coordinator. If the matter remains unresolved, they should discuss their concerns with the DP Coordinator.

In supporting and implementing strong assessment practices, Eastwood teachers will:

- Provide a high level of professional instruction and facilitate an engaged teaching and learning community.
- Communicate clearly defined criteria for all courses and how marks are determined as the year progresses.
- Provide an overview of the assessment plan for each course to students and parents at the start of the year.
- Provide appropriate opportunities for students to demonstrate learning, using a variety of formative and summative assessments.
- Maintain thorough and accurate records detailing student achievement and challenges.
- Use a variety of assessment tools to reach a summative grade. I programs based on assessment data assessment may contribute to the mark in the course.

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DP ASSESSMENT POLICY

- Communicate school/student information, progress and achievement using one or more of the following:
 - Phone contact
 - Face to face contact
 - Interim/trimester progress reports
- Course outlines
- Report on the level of performance of the learning standards and objectives as identified in the Lebanese and American program of study
- Evaluate the effectiveness of instructional programs based on assessment data

STANDARDS-BASED GRADING:

Teachers at Eastwood College will use a variety of strategies to assess students. Three primary methods of assessment used include: formative assessment (Assessment for Learning) activities, summative assessment (Assessment of Learning) activities, and self and peer assessment (Assessment as Learning) activities.

- **FORMATIVE ASSESSMENT** refers to those learning activities that result in information about student progress during the learning process. Formative assessment may include practice exams, pre-tests, pop quizzes, projects, homework assignments, or in-class activities. While this information is included on our achievement update, formative assessment may contribute to the mark in the course.
- **SUMMATIVE ASSESSMENT** refers to those learning activities that collect information about student progress at the end of a period of instruction for grading purposes. Summative assessment may include performance tasks, quizzes, exams, selected assignments, midterm exams and final exams. Individual achievement of stated learning outcomes through summative assessments is the primary basis for grading. All students are expected to write final exams in core subjects.
- **SELF AND PEER ASSESSMENT** refers to those learning activities that result in the student's ability to reflect on their own progress or learn from feedback provided by their peers. Self and peer assessment may include self-checks, self-evaluation using rubrics, peer evaluation using rubrics, feedback on forums. Achievement gleaned from these activities may be used as part of the student grade or to improve the student understanding of the curricular objectives.

DP ASSESSMENT POLICY

GRADING/MARKING PROTOCOLS:

- Report card grades are based primarily on achievement on summative assessment. Teachers will have a suitable number of summative assessments per semester that will enable them to determine a grade for the report card that will reflect the students' actual skills, abilities and knowledge.
- Academic achievement is reported separately from other dispositions such as attendance.
- Participation/Preparation is to be no more than 10% of the final grade.
- IB/LB type assessments that use IB/LB rubrics/mark schemes should be scaled according to the IB/HS or LB/HS equivalency scale.
- Teachers should share their grading policies with their students at the beginning of the year. Different sections of the same course should have the same grading policy.

INTERNAL STANDARDIZATION:

The process of standardization is an essential part of our assessment system. Internal standardization is done to assure fairness and adequate grading.

Subject area teams gather three different samples of students' work of each summative assessment which are graded anonymously by two teachers.

Scores are compared and a final grade will be agreed upon. Internal standardization should be finalized before reporting the grades to the students and parents.

RECORDING AND REPORTING:

- Teachers record grades on a regular basis.
- Progress reports to parents every semester. These reports serve to inform students and parents about a student's progress in each class; the grades on progress reports are not recorded on report cards or transcripts.
- Report cards are issued two times a year at the end of each semester.
- Semester grades and the final course grade are recorded on a school transcript. This transcript accompanies college applications.
- Parents-teachers conferences are held three times per year for all students: after the first term progress report, the first semester report card, and after the second semester report card.

HOMESWORK GUIDELINES:

- Homework is an essential part of the educational program at Eastwood College. Not only does it provide the student with the opportunity for independent practice, skills reinforcement, and research, it also promotes time management and individual responsibility.
- By the time a student reaches grade nine, he or she should expect to spend an average of two to three hours per day on schoolwork outside of class.
- Not having a specific assignment due the next day does not mean the student does not have any homework. Homework or preparatory tasks are ongoing. No one should believe that the only time to do homework is the night before an assignment is due or before a test.
- When assignments, homework, or preparation are not being done, teachers have an obligation to inform parents. If a student is consistently not preparing assignments, the teacher has an obligation to contact the parents. Parents also have a responsibility to inform teachers when an unforeseen emergency prevents a student from following the regular homework schedule.

Students are required to keep a copy of all work submitted and maintain it until the final course grades are recorded, submitted and released.

GRADE APPEAL PROCESS:

Students and/or parents may appeal a teacher's decision in the assessment process using the following steps:

1. The student can arrange to speak with the teacher at a time when the issue can be reviewed without interruption.
2. If the student is not satisfied with the discussion, the student and parent(s) can arrange to speak with the teacher at a time that is convenient for all parties.
3. If there is no resolution, the parent can appeal to the DP Coordinator by outlining the concerns in writing. The DP Coordinator will contact the parent and may arrange for a meeting to discuss the concern.
4. The DP Coordinator will review the situation, attempt to seek resolution and if necessary will make a decision regarding the dispute.

Students and/or parents may appeal an individual year-end course mark using the following steps:

1. Outline the appeal in writing. If there is documentation that indicates a difference from the teacher's record, it should be attached to the written appeal.
2. Come to the school and the DP Coordinator will meet with the parent(s) and student, and make a decision regarding the appeal.

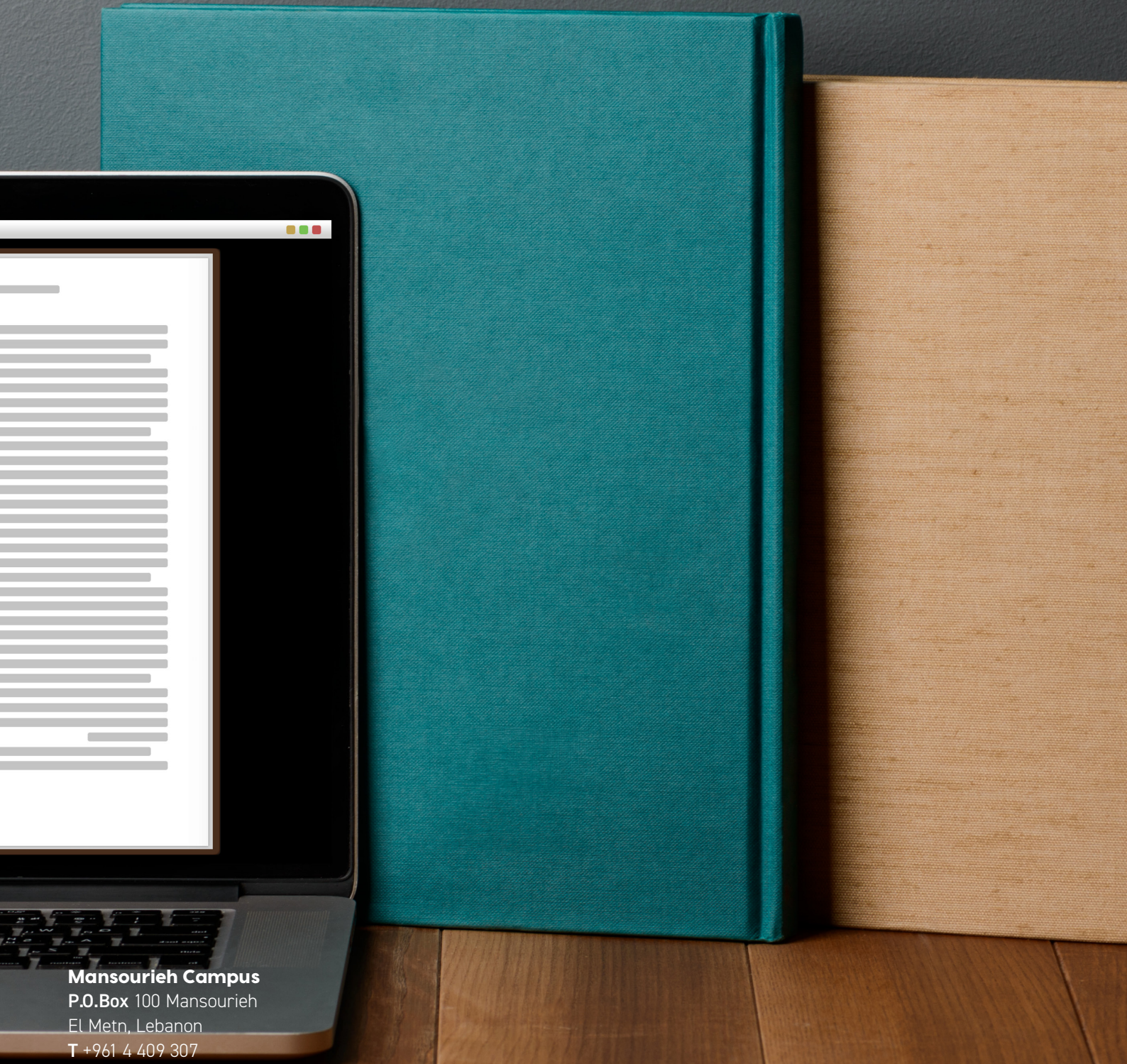
SPECIFYING DUE DATES AND APPROVING EXTENSIONS:

- Students will be informed of due dates for assessments
- Assessment due date refers to the date for submission of any material or attendance at a scheduled assessment
- It is the student's responsibility to submit required material or attend and participate in scheduled assessments. If the student is unable to meet an assessment due date, the student may request an extension
- A request for extension must be documented and received and granted by the subject coordinator prior to the assessment due date.
- An extension of assessment activities may be granted where a due date disadvantages a student in a significant way. Such circumstances include; compassionate ground and sickness supported by a doctor's certificate.

ALLOWING RESUBMISSIONS, MAKE-UPS AND DEFERRED ASSESSMENTS:

- Formal resubmission and make-up processes apply only to summative assessment
- Students have a right to one resubmission per assessment piece/ event if the pass criterion for an assessment has not been met
- Only the DP Coordinator, on a case-by-case basis, may permit further resubmissions or make-ups. This is usually due to special circumstances where a student is able to provide justification for their request; such circumstances include, but are not limited to: compassionate grounds, sickness supported by a doctor's certificate and or special rights
- In all cases the due date for re-submission, make-ups and remarking will be declared by the DP Coordinator in negotiation with the student and will be based on reasonable time frames with due consideration for the workloads of all concerned

In the case where a student does not attend a scheduled or rescheduled assessment activity, submit or re-submit a piece or work on the agreed due date they receive a zero.



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