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ACADEMY

Al Barsha

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# DP & CP ASSESSMENT POLICY

**Last updated: September 2023**

**Next Review:** Under review Feb 24





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## **1 Rationale**

This assessment policy applies to students in the DP/CP at DIA Barsha. These programmes involve students enrolled in Grades 11 & 12. The policy stems from the philosophy of DIA Barsha and the principles and practices of the IB, along with the Ministry of Education's requirements. The policy presents an overview of assessment in the DP and CP, the grading system and the practices and procedures for achieving and reporting assessment objectives.

## **2 Purpose & Principles of Assessment**

Assessment is the process of gathering & interpreting information about continual progress in students' learning. We believe the purpose of assessment and feedback is to help students improve their learning, teachers to improve their teaching and parents to understand their child's progress.

- Support and encourage student learning by providing feedback on the learning process
- Inform, enhance and improve the teaching process
- 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 higher-order cognitive skills by providing rigorous final objectives that value these skills
- Reflect the international mindedness of the programme by allowing for 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
- Provide information about how students learn and to determine what knowledge and skills they have acquired and understood
- Diagnose learning problems and student needs
- Ascertain that learning outcomes are alignment with curriculum objectives and goals
- Act as a feedback mechanism for curriculum development

### **2.1 Assessment should allow students to:**

- Have criteria that are known and understood in advance
- Analyse their learning and understand what needs to be improved
- Synthesise and apply their learning in addition to recalling facts
- Highlight their strengths and demonstrate mastery
- Learn in ways that the teacher did not foresee
- Be reflective and partake in self and/or peer evaluation
- Express different points of view and interpretations
- Be encouraged to be responsible for their learning



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- Experience successful learning
- Perform at a higher level when challenged

### **2.2 Assessment should allow teachers to:**

- Design learning activities, resources and student engagement, that are built around the assessment criteria in each subject
- Inform students in advance of criteria being assessed, the assessment task that are known and understood in advance
- Analyse their teaching and identify areas that need to be altered
- Highlight student ability and be able to differentiate teaching
- Offer feedback to parents on their child's performance

## **3 Expectations & Responsibilities**

### **3.1 School will:**

- Ensure students have been **previously taught** the material to be tested (does not have to have been in the same academic year).
- Give students **2 weeks' notice** prior to any summative assessment and post on the appropriate learning platform (date, time, objectives)
- Provide **revision material** & make students aware of the format of the assessment, to help students prepare.
- **Enable Turnitin** for any assessment that requires submission to an external organisation.
- Remind students of **Academic Integrity** rules.
- Provide **encouragement** about a student's potential to do well.
- Provide individual support as directed by the SEND department and in line with concessions approved by the IB/IEPs.
- Ensure **IB exam protocols** during a formal assessment.
- Any **extension** to a deadline must be confirmed by the Coordinator in writing.
- Follow the school's **Moderation Policy** to ensure accurate grading.
- Declare any **conflict of interest** to the Coordinator at the start of the academic year.
- Provide students with a **copy of their assessment with individual feedback**, in line with the school Feedback Policy, within one week of the completion of the assessment.

### **3.2 Students will:**

- **Ask questions** prior to the assessment if they are unsure about anything
- **Revise** the material provided to the best of their ability.
- Know and obey **IB exam protocols** during a sit-down assessment (these can be provided by the DPC if required).
- Know and obey all **Academic Honesty** rules.



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- **Try their best** in every assessment.
- Accept that **failure to meet a deadline** may result in having to complete the assessment after school hours or a zero being awarded.
- **Act on feedback** provided by the teacher.

### **3.3 Parents will:**

- Provide an Educational Psychologist Report should they require any concessions for assessment.
- Support their child's preparation for an assessment.
- Support all school policies around assessment.
- Follow the correct appeals procedure if they feel an assessment grade is incorrect.
- Support students in acting on feedback from the teacher.

## **4 Types of Assessment**

**4.1 Assessment OF Learning** (Summative) rates achievement against criteria, usually at the end of a Unit of study, resulting in a grade, such as Unit tests, mock exams or external tests.

- Summative assessment is formal.
- Summative assessments are based on IB subject-specific criteria but varied in form. For example, a movie may be produced instead of an essay.
- Students are assessed at the end of the unit to the same standard, irrespective of form.
- Students are provided with task-specific clarifications including details of assessment format and criteria that have been set in context for student understanding.
- Summative assessments require standardisation within a subject group *prior to the administration of the assessment*.
- Summative tasks must be developed to address DP subject group objectives appropriately. They must take into account the requirements of students with SEND.
- Summative assessment tasks should not only address an objective but should allow students access to all achievement levels.
- Many of the highest-level descriptors require teachers to design open-ended tasks to facilitate this.

Summative assessment tasks can be broadly represented by the following:

- compositions - musical, physical, artistic
- creation of solutions or products in response to problems
- essays
- examinations
- questionnaires
- investigations
- research



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- performances
- presentations - verbal (oral or written), graphic (through various media)

**4.2 Assessment FOR Learning** (Formative) are strategies that are embedded in the teaching & learning process, in lessons throughout a Unit of study, resulting in feedback on how to improve but no grade.

- Formative assessment can take place before, during and after the substance of a unit is taught. Effective formative assessment provides teachers with insights into the ongoing development of knowledge, understanding, skills and attitudes.
- It allows teachers and students the opportunities to explore personal learning styles as well as individual student strengths, challenges and preferences.

Formative assessments may take the form of a quiz, oral feedback, observation and discussion. They can be:

- formal or informal
- used to develop skills

**4.3 Assessment AS Learning** (student-led) can be used as a learning method where students self or peer assess against a given assessment criteria, giving feedback and deepening their own understanding. Peer and self-assessment are integral part of formative assessment. Students are encouraged to assess themselves using **SIR** marking.

## **5 Explaining DP Assessment**

The Diploma Programme (DP) is a two-year programme culminating in external examinations at the end of Grade 12. IB assessment criteria are followed from the beginning of the course. Students select one subject of study from each of the six subject groups offered by the IB:

Group 1: Language & Literature

Group 2: Language Acquisition

Group 3: Individuals and Societies

Group 4: Sciences

Group 5: Mathematics

Group 6: The Arts (optional)



A student's journey through the Diploma Programme

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### 5.1 Assessment in the Diploma Programme

**Formative assessment** should be regular and ongoing, to guide development through teacher, self and peer assessment, and will utilise many of the assessment tools listed. Formative assessment results should be used to alter the instructional methods to meet the students' needs. It enables the teacher and each student to know where they are in their learning and what they need to do next to further improve.

Formative assessment encompasses:

- Diagnostic assessment: is usually performed at the start of each unit. It helps teachers to prevent assumptions on what students know
- Self-assessment and peer assessment
- Quizzes, small weekly tests
- Projects
- Effective questioning during lessons
- Homework
- Worksheets
- Discussions
- Practical or experimental work
- Teachers' observations



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**Summative assessment** is usually performed at the end of a complete unit or term. It measures the standards reached by students at certain milestones. It is used to place students in appropriate SL or HL groups and to generate reports to inform parents about the standard attained at that moment in time in relation to minimum standards required in the DP.

It is used by teachers to inform them about the quality of their work and whether their classes are at the target expected. It is used to compare student results from year to year within the school or to compare the school's results with those of other institutions worldwide.

Summative assessment encompasses:

- Reporting Point (RP) quizzes or tests
- Mid-year and end-year examinations
- Internal assessment and coursework for external examinations

All assessments are designed in alignment with IBDP course objectives and subject specific assessment criteria.

## **5.2 Internal & External Assessment**

For each subject studied, students will sit external examinations at the end of Grade 12. In addition to the external exams, students will complete coursework across the two years that is submitted to the IB in their final year. The coursework takes the form of either:

- an internal assessment (IA) whereby a teacher provides the assessment task, it is marked by the teacher and a sample of the marking is required by the IB.
- an external assessment where the coursework is marked externally by IB examiners.

**Internal Assessment (IA).** Teachers for each subject and level (Standard Level and Higher Level) play a vital role in the admission and grading of internal assessments.

This involvement occurs in the following ways:

- Teachers must ensure that students' work conforms to the requirements for the subject and level. Details of these requirements are available in the subject guides released by the IB.
- Teachers must assess students' work using the IB assessment criteria for that subject and level.
- Students must complete all work for internal assessment in the language for which they have been registered for that subject and level.
- Teachers submit marks for internal assessment on the work completed by students for a subject and level.





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- Teachers predict the grade they believe each student will attain in the forthcoming examination session for a subject and level. Predicted grades should be based on the grade descriptors that are available in Diploma Programme grade descriptors (taken from *Diploma Programme Assessment Procedures, 2023, IBO*).

**External Assessment.** Some subjects have coursework components that are externally assessed by an examiner appointed by the IB, and not by the subject teacher at DIA Barsha. These components still require the teacher to:

- Ensure that students' work conforms to the requirements for the subject and level. Details of these requirements are available in the subject guides released by the IB.
- Provide ongoing and suitable feedback on the coursework so that a student may know how to improve, as stated in the subject guide for that subject and level.
- Ensure the students complete all of the required work for assessment in the language for which they have been registered for that subject and level.

N.B. The teacher is not to provide the student with a grade as these are externally assessed and subject to change. The teacher may provide verbal feedback throughout the process to help guide the student to achieve the best result possible.

### 5.3 Designing DP Assessments

#### *General statements*

- All assessments should relate directly to the IB course of study and its objectives, as listed in the IB subject guide.
- Grading procedures should be based on evidence and not subject to any form of bias. All records of grades and calculation of these grades must be kept on file with the teacher and HOD.
- Duration of written mid-year and end-year examinations:
  - **Grade 11 examinations:** 1-2 hours per paper for mid-year examinations; end-year examinations should reflect length of IBDP examinations in that subject.

**Grade 12 examinations:** mock examinations must reflect IBDP examination design in each subject, in terms of number of papers, weight of each paper, skills and content tested and examination lengths.

- Questions asked in examinations should be unseen:
  - Teachers must not include the same questions which students have taken on previous tests



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- Teachers must not include the same questions students have taken during revision or practice sessions
- There should be a balanced selection of course content:
  - Grade 11 end-year examinations must include material from topics covered during the whole academic year
  - Grade 12 mock examinations must include material from topics covered during Grades 11 and 12
- There should be a range of questions to reflect IB examination design. Questions asked should be taken from a mix of IB subject past papers and should cover all assessment objectives, in alignment with weights given to these objectives in each IB subject guide. **No DIAB subject examination should be taken from a single past paper examination.**
- The teacher identified in the department with responsibility for design of the examination in a session should compile the following for approval by the HOD:
  - master copy of the examination
  - assessment rubric
  - mark scheme with fully worked solutions
  - cover sheet attached to the master copy. A sample template of this will be provided to all HODs and teachers by the DP Coordinator prior to the examination period.

#### **5.4 Moderation in the Diploma Programme**

The purpose of moderation is to ensure that all internal assessment marks are of an equivalent standard. This means a candidate would get the same mark for the quality of their work whoever marks it.

Moderation in the DP at DIA Barsha takes on two different roles:

- Internal moderation
- External moderation

**Internal moderation.** At DIA Barsha, all teachers of a subject must standardise their marking so they are consistent with each other. For internal assessments (IAs), teachers first meet together to break down the grading criteria and meet a consensus on how this grading criteria will be applied to the internal assessment and the methods needed in order to help students achieve positive results. Once the coursework is submitted, teachers swap samples of work for moderation. This moderation is to ensure that the grading criteria is properly applied and that all teachers involved are marking at the same standard. Once standardisation and moderation has been completed, the teacher submits the IA marks to the IB.



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**External moderation.** Once the marks have been submitted to the IB, a sample of coursework will be required for external moderation. Teachers are then responsible for uploading these samples that often require annotated feedback and/or comments to show justification of the marks awarded. External moderation is conducted by an IB external examiner who reviews the sample and establishes whether the teacher-awarded marks are correct, too harsh, or too lenient. This process of external moderation allows the IB to check the marks awarded from all schools and to make sure that they align with the global standard.

N.B. All externally assessed coursework is uploaded to IBIS, where it is then marked by external examiners.

### **5.5 Academic Integrity**

This is the set of values that promote personal integrity and good practice in teaching, learning and assessment at DIA Barsha. All students are required to abide by the school (please see our Academic Honesty Policy which details academic misconduct).

For externally assessed work, it is important to remember that when a school, an examiner/moderator, the IB Organisation or Pearson establishes evidence to suspect academic misconduct by a candidate, the school will be required to conduct an investigation and provide the IB Organisation or Pearson with statements and other relevant documentation concerning the case.

If no grade is issued for an assessment that contributes to a candidate's Diploma, Courses Results, Career-Related Certificate, or BTEC Extended Diploma, no certification will be awarded to the candidate (IBO Assessment Procedures 2023) (Pearson: *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications*)

### **5.6 Record Keeping**

Record keeping is a strict requirement of teaching and learning at DIA Barsha. All teachers are expected to maintain clear and accurate tracking documents. This is to ensure that when semester and final grades are calculated there is evidence of how the grade was awarded.

Grade boundaries for assessments and/or examination attainment must be made available to students.

Reporting Points (RPs) are used for tracking the progress of students, either individually or as a teaching group.

*Practice*



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### Teacher records

- Student lesson attendance must be recorded for each lesson online using iSAMS
- All marks awarded for assessed work are recorded either on Managebac or on a spreadsheet / department data tracker
- When teachers record grades, they record the name of the task, date, points available and mark awarded
- Data trackers must be reviewed regularly by HODs
- RP and examination marks must be entered by question or by criteria after each assessment on the prescribed Excel worksheet for the purpose of analysis
- Data generated after each assessment must be shared at department meetings and next steps planned by teachers to address any issues of concern in teaching and learning. These next steps must be recorded.

### Marking

#### Aims

- To provide students with clear feedback on strengths and areas requiring improvement. Students are encouraged to reflect and take action to achieve targets set using the school's feedback system
- To provide teachers with an accurate assessment of individual student ability and to track student progress against CAT4 entry data and targets (CAT 4 tests are taken by all Grade 11 students at the start of the academic year)
- To enhance the communication given to students and parents when work is marked
- To ensure consistency between departments

### 5.7 Analysis of Assessment Data

An important component of assessment at DIA Barsha involves the gathering and analysis of information about student learning. It identifies what students know and understand, what they can do and how they feel at different stages in the learning process. In short, assessment data is an important tool which helps us to improve the learning of our students.

Assessment data analysis has helped us to improve our teaching methods and understand student learning styles. A comparison of our students to world standards by using standardised testing has also been extremely useful in understanding strengths and areas of improvement, for our students.

Student tracking tools help teachers to learn more about the past achievement level, accomplishments and areas of challenge for each of our students. It also helps teachers plan their lessons and understand the individual needs of our students as we aspire towards achieving their full potential.



## 6 Grading in the Diploma Programme

For each course students receive grades ranging from 1 to 7, with 7 being the highest score available. A student’s final Diploma score at the end of two years is out of 45 points of which 42 are made up of the combined scores for each of the six subjects.

The remaining 3 points come from the successful completion of the DP Core:

Theory of Knowledge (TOK)

Extended Essay (EE)

TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix (please see image below) to contribute between 0 and 3 points to the total. CAS is not assessed but must be completed in order to pass the Diploma.

| TOK/EE | A                 | B | C | D | E                 |
|--------|-------------------|---|---|---|-------------------|
| A      | 3                 | 3 | 2 | 2 | Failing Condition |
| B      | 3                 | 2 | 2 | 1 |                   |
| C      | 2                 | 2 | 1 | 0 |                   |
| D      | 2                 | 1 | 0 | 0 |                   |
| E      | Failing Condition |   |   |   |                   |

The overall maximum points from subject grades, TOK and the EE is therefore 45:  
 $((6 \times 7) + 3)$

The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the Diploma is not awarded.

The Diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance including successful completion of the three essential elements of the DP core.

### 6.1 Minimum Grade per subject

There are a number of additional requirements for the award of the Diploma.



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- There is no “N” awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than three grade 3s or below awarded (SL or HL).
- The candidate has gained 12 points or more on HL subjects.
- The candidate has gained 9 points or more on SL subjects.

## **6.2 Diploma Subject Grade Boundaries**

Grade Boundaries are determined by the IB Coordinator to reflect the boundaries set by the IB. These boundaries vary according to the subject and are not standard across subject areas. Formal examinations are held twice during Grade 11; a mid-term exam in December and an end-of-year exam in June. In the second year of the DP (Grade 12), students have a mock mid-term exam and the official final IB exams that are graded externally. All DP exams, internal and external, are conducted as per the IB regulations and requirements.

## **6.3 Grading learners with Specific Learning Difficulties**

In order to ensure standardisation of assessment design, the assessments for students with learning difficulties are not modified in the DP. This is in alignment with DP requirements. To allow students the opportunity to demonstrate their mastery over the content and skills covered, however, inclusive access arrangements may be made on provision of authorised reports from an educational psychologist. These include offering more time (up to 25%) on written tasks and projects, the use of a laptop for tests, etc. Formal assessments completed by these students are marked/graded to the same standards and criteria as the rest of the subject group.

## **7 Promotion Requirements in the Diploma Programme**

In order to maintain the rigour of the IB Diploma, DP students at DIA Barsha are required to meet the following criteria in order to gain promotion into Grade 12:

- a student must achieve a minimum passing grade as per the requirements published by the school in each subject.
- a minimum of 24 points, in total, in their end-of-year examinations, **and**
- a minimum total of 12 points, in their HL subjects, in the end-of-year examinations
- all IA, EA, TOK, EE and CAS requirements must be met.
- a student is allowed up to **two** re-take examinations only at the end of Grade 11.

DIA Barsha uses the same criteria as the IB to determine whether a student continues in the Diploma Programme following each examination session in Grade 11. However, each student’s results will be treated on a case-by-case basis.



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## **8 Explaining CP Assessment**

The Career-Related Programme (CP) is a framework of international education that incorporates the values of the IB into a unique programme addressing the needs of students engaged in career-related education. Students undertake:

- A two IB Diploma Programme (DP) courses from two subject groups:
  - Group 1 Language and Literature
  - Group 2 Individuals and Societies

For information on the assessment procedures connected with the DP subjects, please refer to [Section 5 Explaining DP Assessment](#).

- A core consisting of four components
- A career-related study (BTEC) selected from the following pathways:
  - Business
  - Music
  - Sport

### **8.1 The Reflective Project**

The reflective project is one of the four compulsory components of the CP core. It is an in-depth body of work produced over 12 months and submitted towards the end of the CP. The reflective project focuses on an ethical dilemma of an issue directly linked to the student's career-related study (BTEC).

The school internally assesses all reflective projects and submits a sample to the IB for external moderation to confirm the school's marks.

The reflective project is assessed using five assessment criteria designed to foster independent study and encourage students to use their own initiative.



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| Criterion                                 | Aspect of reflective project assessed   | Marks available |
|---|---|-----------------|
| A: Focus and method                       | <ul style="list-style-type: none"><li>Ethical dilemma and issue</li><li>Research question</li><li>Methodology</li></ul>                             | 6 marks         |
| B: Knowledge and understanding in context | <ul style="list-style-type: none"><li>Context</li><li>Local or global example</li><li>Alternative perspectives and perceptions of dilemma</li></ul> | 9 marks         |
| C: Critical thinking                      | <ul style="list-style-type: none"><li>Research</li><li>Analysis</li><li>Discussion and evaluation</li></ul>   | 12 marks        |
| D: Communication                          | <ul style="list-style-type: none"><li>Structure</li><li>Layout</li></ul>  | 3 marks         |
| E: Engagement and reflection              | <ul style="list-style-type: none"><li>Process</li><li>Engagement</li><li>Research focus</li></ul>   | 6 marks         |
| <b>Total marks</b>                        |   | <b>36</b>       |

Teachers and moderators give students a mark for their achievement against each criterion based on a best-fit approach. A best-fit approach means that compensation should be made when a piece of work matches different aspects of a markband at different levels. The aim is to find the level that most appropriately conveys the level attained as demonstrated by the student's work. If the student's work demonstrates the qualities described within a level to a greater extent, it will receive the upper marks for that level. Lower marks will be awarded if the work demonstrates the qualities described to a lesser extent.

Marks awarded are given in whole numbers (i.e. no fractions or decimals).

## **8.2 Pearson BTEC Career Study Assessment Structure**

BTEC International Level 3 qualifications are assessed using a combination of internal assessments, which are set and marked by teachers, and Pearson Set Assignments, which are set by Pearson and marked by teachers.

- Mandatory units have a combination of internal and Pearson Set Assignments.
- All optional units are internally assessed.

### **8.2.1 Internal Assessment in the BTEC**





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**Assessment through assignments.** For all units, the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been delivered. An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity, completed independently by learners, that is separate from teaching, practice, exploration and other activities that learners complete with direction from teachers.

An assignment is issued to learners as an assignment brief with:

- a defined start date,
- a completion date
- and clear requirements for the evidence that they need to provide.

There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome, based on the assessment criteria. For most units, teachers will set the assignments.

**Assessment decisions through applying unit-based criteria.** Assessment decisions for BTEC International Level 3 qualifications are based on the specific criteria given in each unit and set at each grade level. The assessment criteria for a unit are hierarchical and holistic. For example, if an *M* criterion requires the learner to show ‘analysis’ and the related *P* criterion requires the learner to ‘explain’, then to satisfy the *M* criterion, a learner will need to cover both ‘explain’ and ‘analyse’.

Teachers must show how they have reached their decisions using the criteria in the assessment records. When a student has completed all the assessment for a unit, then the teacher will give a grade for the unit. This is given according to the highest level for which the learner is judged to have met all the criteria.

Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 3 of the qualification.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as Unclassified.



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### **8.2.2 Internal Verification in the BTEC**

There are three key roles involved in implementing the BTEC assessment processes at DIA Barsha, each with different interrelated responsibilities. The roles are:

- The Lead Internal Verifier (the Lead IV) has overall responsibility for the BTEC programme, its assessment and internal verification, and record keeping to meet Pearson's requirements. The Lead IV registers with Pearson annually. The Lead IV acts as an assessor, standardises and supports the rest of the assessment team, makes making sure that they have the information they need about our assessment requirements and organises training, making use of our standardisation, guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activities in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet Pearson BTEC requirements.
- Assessors set or use assignments to assess learners. Before taking making any assessment decisions, assessors participate in standardisation activities led by the Lead IV. They work with the Lead IV and IVs to ensure that the assessment is planned and carried out in line with Pearson BTEC requirements.

### **9 Grading in the BTEC**

Achievement of the BTEC requires the student to demonstrate a depth of study in each unit, acquisition of practical skills, and successful development of transferable skills. Units are assessed using a grading scale of:

- (D) Distinction
- (M) Merit
- (P) Pass
- (U) Unclassified

Qualifications awarded by Pearson for the BTEC International Extended Diploma use a scale of PPP to D\*D\*D\*. Please see the Qualification of BTEC Grade for more information.

#### **9.1 Eligibility for a BTEC Award**

In order to be awarded a qualification, a student must:

- Complete and have an outcome (D, M, P) for all units
- Achieve the required units at Pass or above
- Achieve the number of points at a grade threshold

#### **9.2 Calculation of the qualification grade**



The final grade awarded for a qualification represents an aggregation of a student’s performance across the BTEC. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

|                         |   |     |     |     |     |     |     |     |      |       |        |
|-------------------------|---|-----|-----|-----|-----|-----|-----|-----|------|-------|--------|
| <b>Grade</b>            | U | PPP | MPP | MMP | MMM | DMM | DDM | DDD | D*DD | D*D*D | D*D*D* |
| <b>Points Threshold</b> | 0 | 108 | 124 | 140 | 156 | 176 | 196 | 216 | 234  | 252   | 270    |

### 9.3 Reporting Point (RP), Current Achievement (CA) & Target Grades (TG)

The reporting schedule at DIA Barsha includes *four* reporting points (RPs) in each academic year: October, February, April and June.

Current Achievement (CA) is the visible level of attainment currently being shown by the student in the classroom. A single test result will not be the only basis for determining the CA. Teachers use their professional judgement, taking into account prior attainment in assessments, along with student potential and their attitude towards learning, to determine what level the students are currently attaining at.

The Most Likely Grade (ML) is based on the CAT4 indicators and other assessment data. The Department Target Grade (TG) is based on the grade that teachers feel is achievable when the student is challenged. The Department Target Grade is regularly reviewed to ensure that we provide sufficient challenge to our students.

#### **Important Note:**

It is commonly the case that raw attainment data can artificially mask student underachievement (or even overachievement). When analysing raw data to identify students for intervention, it might then be the case that students who are ‘at risk’ of underachieving are not picked-up. Empowering teachers to exercise their professional judgement and indicate the Current Achievement Level for the students they teach, should therefore more accurately identify the students at risk of underachieving. Early intervention can subsequently take place to ensure students make the required progress in their learning, and attain in line with (if not above) their potential.

### **10 Promotion Requirements in the Career-Related Programme**

In order to make sure our students can successfully complete the CP, students at DIA Barsha are required to meet the following criteria in order to gain promotion into Grade 12:





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- a student must have achieved a minimum of a Pass in their BTEC compulsory units of study
- a minimum of a 3 in their Standard Level DP subjects
- evidence of their language development portfolio
- successful completion of all internal assessments on their Personal and Professional skills course

## **11 Ministry of Education Curriculum**

The local Ministry of Education (MoE) requirements include the teaching of Arabic, Islamic Studies, UAE Moral Social and Cultural Studies. The IB philosophy of inquiry-based learning is used as the basis for these lessons and assessments.

### **11.1 Arabic**

Students are assessed in the same way as their other DP subjects using the form of formative and summative assessments. An annual summative grade is sent to the Ministry of Education (MoE) at the end of each year.

Students in Grade 12 who are Arab passport holders will sit a formal external examination in Arabic A. This examination is externally set, marked and moderated.

For students who are non-Arab passport holders, their summative grade at the end of Grade 9 will be submitted as a final assessment grade to the MoE.

The standards to be assessed are set by MoE and all annual assessments are internal including the end of Grade 9 assessment for Arabic B students. Arabic A is externally set, marked and moderated.

### **11.2 Islamic Studies**

Students are assessed in the same way as their other DP subjects using the form of formative and summative assessments. An annual summative grade is sent to the Ministry of Education at the end of each year.

Students in Grade 12 will sit a formal external examination in Islamic A or Islamic B. This examination is externally set, marked and moderated.

### **11.3 UAE Moral Social and Cultural Studies**

Students are not formally assessed in Moral Social and Cultural Studies but are given workbooks, activities and enquiry-based learning projects that help to demonstrate the learning outcomes of the subject. This subject is taught and informally assessed from Grade 6 to Grade 12.



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## **12 Works Cited & Further Reading**

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