



International Arab Baccalaureate

Assessment Policy

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Introduction

The International Arab Baccalaureate (IAB) is a high-standard program created by the Educational Research Center (ERC) for education in the Arab world for the Arab world. The IAB is delivered in schools and is based on a Profile Shaping Education (PSE) framework. PSE focuses on empowering students by providing them with meaningful learning experiences which will lead them to succeed in modern life. It also promotes differentiated learning.

The IAB is driven by a robust and effective assessment framework which promotes experiential, meaningful learning and problem-solving. It functions as a common secondary school diploma for the entire Arab World. This assessment guide is underpinned by the IAB philosophy and is designed to help IAB schools to develop their assessment procedures. It is intended to define the responsibilities of all stakeholders (schools, IAB officers, coordinators, teachers, and students) and to set out their tasks clearly and unambiguously. It will help stakeholders develop their understanding of the IAB program and promote internal commitment to the IAB policy and procedures.

All IAB students are required to study six core subjects: biology, chemistry, physics, mathematics, the Arabic language, and a foreign language (English or French). Students must satisfactorily complete courses in these subjects from Grade 10 to Grade 12 and validate them by means of a variety of assessments carried out at the different grade levels. As explained in IAB marketing material, the IAB is based on existing curricula enriched by more meaningful learning practices and the integration of 21st century skills. Students will therefore have the opportunity to complete other primary and auxiliary courses in parallel with the IAB, if mandated to do so by local or national educational authorities.

IAB Philosophy

The design and delivery of the IAB is based on Profile Shaping Education (PSE), a research-based pedagogical framework developed by academics at the ERC. It provides a basis for teacher training, IAB lesson planning and delivery, and the assessment framework. PSE is designed to empower students at all levels - especially secondary school and college graduates - and help them succeed in modern life and achieve excellence. It was developed by identifying “traits of accomplished people both in the workplace and in their daily life”, while respecting “the local vision for education, and local culture and heritage”. It is also based on research in education, cognition (neuroscience), philosophy and history of various educational fields as well as modern educational theories including modeling theory in science education.

PSE encourages students to become “paradigmatic, productive, proactive and principled”, under the ‘4-P profile’. These personality traits, identified by ERC researchers as key to success in modern life, are nurtured by the IAB program in order to facilitate students’ successful transition into the 21st century workplace as well as their progression into higher education.

The PSE framework advocates cross-disciplinary curricula which help students develop awareness of the links found within individual disciplines and across various disciplines. According to the PSE philosophy, this cross-disciplinary learning also encourages links between abstract, theory-based learning and its application in concrete, everyday life situations.

IAB Diploma Requirements and Criteria

The IAB program starts at the beginning of the secondary cycle – Grade 10 and ends at Grade 12. At the beginning of the academic year, accredited IAB schools send a list of the students enrolled in the program to the designated IAB officer. The IAB team assigns a student code to each enrolled student which will be used to identify him or her throughout the secondary cycle. The codes are used on all records, including examination entry and reports. They are also used by the IAB board, school officials, and parents to track student performance.

At the beginning of the program, a skill-based diagnostic test is administered to give teachers an idea of their students' capacities and allow them to develop their teaching programs accordingly. In order to obtain the IAB diploma, students must pass a number of assigned examinations and complete projects, as shown in the table below:

Table 1: Examinations and Projects Required for the IAB Diploma

Assessment	Time	Frequency	Type	Type of Questions	Percentage of Diploma
Skill-based exam (Pre-test)	At the beginning of Grade 10	1	Diagnostic – General	Selective Response (SR)	-----
Continuous assessment	Throughout Grade 10	3 / subject	Formative / Summative – subject specific	Selective Response(SR) + Constructive Response (CR)	10 %
Skill-based exam (Post-test)	At the end of Grade 10	1	Formative - General	Selected Response (SR)	-----
Skill-based exam (Pre-test)	At the beginning of Grade 11	1	Diagnostic - General	Selective Response (SR)	-----
Continuous assessment	Throughout Grade 11	3 / subject	Formative / Summative – Subject specific	Selective Response(SR) + Constructive Response (CR)	10 %
Skill-based exam (Post-test)	At the end of Grade 11	1	Formative - General	Selective Response (SR)	-----
Cross-disciplinary Project	Grade 12	1	Performance-based	Constructive Response (CR)	20 %
Comprehensive Exams	Grade 12	1 / subject	Summative - Comprehensive	Selective Response(SR) + Constructive Response (CR)	60 %

Assessment Procedures

Three types of assessment are used to determine an IAB student profile:

- Continuous assessments administered throughout the year in each core subject area
- Cross-disciplinary projects
- A comprehensive exam administered in Grade 12

Continuous assessments Administered throughout the Year (Ongoing Assessment)

Ongoing assessment is an effective type of assessment. This assessment process in the IAB is designed to facilitate decision-making related to students' academic performances; to monitor the efficacy of instruction; to help students track the evolution of their skills and get feedback from their teachers and peers, and therefore to narrow the gaps in achievement between different groups of learners. Ongoing assessment also makes it easier to measure the maximum number of learning outcomes. The assessments are usually carried out by teachers in IAB schools. Exams are regularly administered in the different subject areas to measure the extent to which students grasp the core concepts in a given subject together with the related practices and ways of thinking.

The teachers write the exam paper along with the answer key sheets and send an electronic copy of both documents to IAB officials for validation. IAB Subject Consultants and Subject Editors work closely together to ensure quality control of all exam papers before sending back a final approved version. The assessment takes into consideration the fact that students have different learning styles, come from different cultural backgrounds, and have different needs and expectations.

The IAB Board receives an electronic version of the exam a week before the administration date and works closely with experienced teachers on writing testing items to validate the test and its level.

In order to approve the test, the IAB assessment team has to:

- Ensure that testing items measure the appropriate objectives in the school curriculum and the IAB learning outcomes
- Ensure that the answer-key sheet provides the information needed to correct the exam paper; It must be possible to match students' performance with the grading criteria
- Ensure that test items are valid and match the learning outcomes the teacher intended to test
- Check that written items are aligned with classroom instructions to ensure that they are measuring what the student has learned in the class
- Suggest additional items that can be used to help teachers improve their teaching strategies
- Ensure that the testing items have not already been covered in class during lessons
- Ensure that the items in the test cover different learning outcomes so that the results are not open to interpretation
- Check that the testing items can be completed within the designated time
- Check the language and the layout of the testing items in the exam paper and adjust as necessary

During the administration of a valid test, an IAB officer is present in the school premises to ensure that the exam is properly administered.

Cross- Disciplinary Project

Cross-disciplinary projects are meant to help students develop a coherent, paradigmatic picture of core concepts within and across different subject areas and prepare students to activate them in everyday life. Project work also helps students develop different conceptual systems, reasoning skills, and 21st century skills which they can subsequently extend into other contexts. Through close monitoring of student performance, teachers can identify the practices, skills, and personal qualities that Continuous assessments cannot effectively assess.

IAB field teachers of a certain grade level meet with IAB officials to decide on a list of everyday-life topics that their students can choose from for their cross-disciplinary projects. Topics should require students to extract conceptual and practical knowledge from all core subject areas. Each topic is supervised by a particular teacher with sufficient related expertise. The project supervisors are in continuous consultation with teachers regarding all aspects of their corresponding projects. Students write their project report in the language of their choice, and their work is approved by the project supervisor.

In the end, students should present a tangible product or model that provides a solution to the addressed problem(s). The project supervisors use specific IAB monitoring templates and protocols to continuously assess students' work.

The cross-disciplinary project is a four-phase project:

Phase 1: Team Building & topic selection

Students work on the projects in groups of five members maximum. The groups refer to their respective supervisor for project details.

Project supervisors direct the formation of the groups to ensure that each includes students with various levels of abilities.

When the groups and list of topics are ready, students are given the list of topics to choose from. The topics chosen should reflect a problematic issue that is linked to their society or environment. In other words, projects should be interdisciplinary, meaningful or relevant to students. Students are given two weeks to brainstorm the topic they want to work on.

Phase 2: Proposal

At this stage, the groups of students present their proposal, a brief description of how they will approach the chosen topic. A project supervisor from the IAB teachers is assigned to assist with each project.

The project supervisors provide their corresponding group(s) with the necessary guidelines and resources, including a detailed task specification. All guidelines and instructions are provided to the students in writing and include a description of the concepts, reasoning skills, general skills and personal qualities which constitute the standard assessment criteria for project work. During this phase, the groups must present an action plan with a description of how they will work on the project in hand and what role each member of the group plays.

Within the first two weeks of the project implementation, students may choose to change topic or group although there are certain cases (for example if a student drops out of school) in which this is not permitted.

Phase 3: Rehearsal & Demonstration

During this phase, students meet to share and organize the information they have gathered. Project supervisors monitor the group work to ensure students remain on task. Project supervisors provide the groups with guidelines and instructions on how to prepare and rehearse their PowerPoint presentation.

Phase 4: Presentation of the findings and Portfolio

In this phase, students are supposed to demonstrate their developed model. In addition, a portfolio that includes a documentation to the various stages of project development. The portfolio or the report is prepared according to the standard IAB project report template, and is electronically submitted to the project supervisor at the date specified by the latter (towards the end of the semester). Reports or papers that are submitted late will not be accepted. The report may include supplementary material in a form approved by the project supervisor.

Students will present their work on a specified date in front of a jury composed of IAB officials and school officials. The presentation should be through PowerPoint or using a similar software.

No substitutes for projects will be accepted except in certain specific cases (e.g., long-term illness of a student or death in the family). In such cases, the project supervisor may assign the student concerned with specific tasks related to the project, to be completed over the course of the academic year.

Comprehensive Exam

The purpose of the Grade 12 comprehensive exam is to assess IAB students' overall competence in the different subject areas with an emphasis on the 4-P profile. The exam covers all core subjects and focuses on productive skills rather than memorized conceptual knowledge. It is designed and administered according to the specific guidelines which are disseminated annually. Students sit a two-hour exam in each core subject.

The IAB Board will announce the date and the specifications of the comprehensive exam in November each year, and the exam is administered the following April to all grade 12 students at all IAB accredited schools. The IAB Board develops one exam for each core subject in accordance with learning outcomes announced by the end of the first week in February. The exam includes both selected response items and constructed response items and is prepared in the language of instruction (Arabic, English or French for math and science courses).

The exam in each core subject should take around 120 minutes to complete. The testing items are selected to measure a wide range of learning outcomes for secondary levels (G10 to G12), and to assess 21st century skills and high-order thinking skills.

Guidelines and procedures are made available to schools by the end of the first week of February. These include designated exam centers, and the names of people designated by the IAB Board to administer and invigilate the exams on site. The Board expects full cooperation from all schools, especially those designated as exam centers. All paper copies of the exams are supplied, following strict security procedures, by the IAB Board to the designated exam center on the morning of the exam. The exam papers are distributed, completed by students, and collected under the supervision of IAB representatives in the exam centers. All paper copies of the exam are collected at the end of an exam period, and are sealed in special envelopes to be returned to the IAB Board for grading.

Examination Development

The examination papers are developed by a team of experts and consultants over a prolonged period. The following development process demonstrates the steps taken throughout the process. Every effort is taken to ensure that examination papers have a high level of construct validity.

IAB's subject matter experts and educational consultants set the following criteria for test development:

- Each test will be broadly divided into three sections: Knowledge and Understanding, Applying Scientific Concepts and Interdisciplinarity:
 - 25% of the marks will be appointed to the questions that belong to the Knowledge and Understanding section.
 - 50% of the marks will be appointed to the questions that belong to the Applying Scientific Concepts section.
 - 25% of the marks will be appointed to the questions that belong to the Interdisciplinarity section.
- The questions should belong to the list of topics that are usually covered by the overarching learning outcomes.
- The questions are in accordance with the list of topics that are included in the national curricula.
- The questions should also cover the essential understanding and essential skills set by the IAB standards.

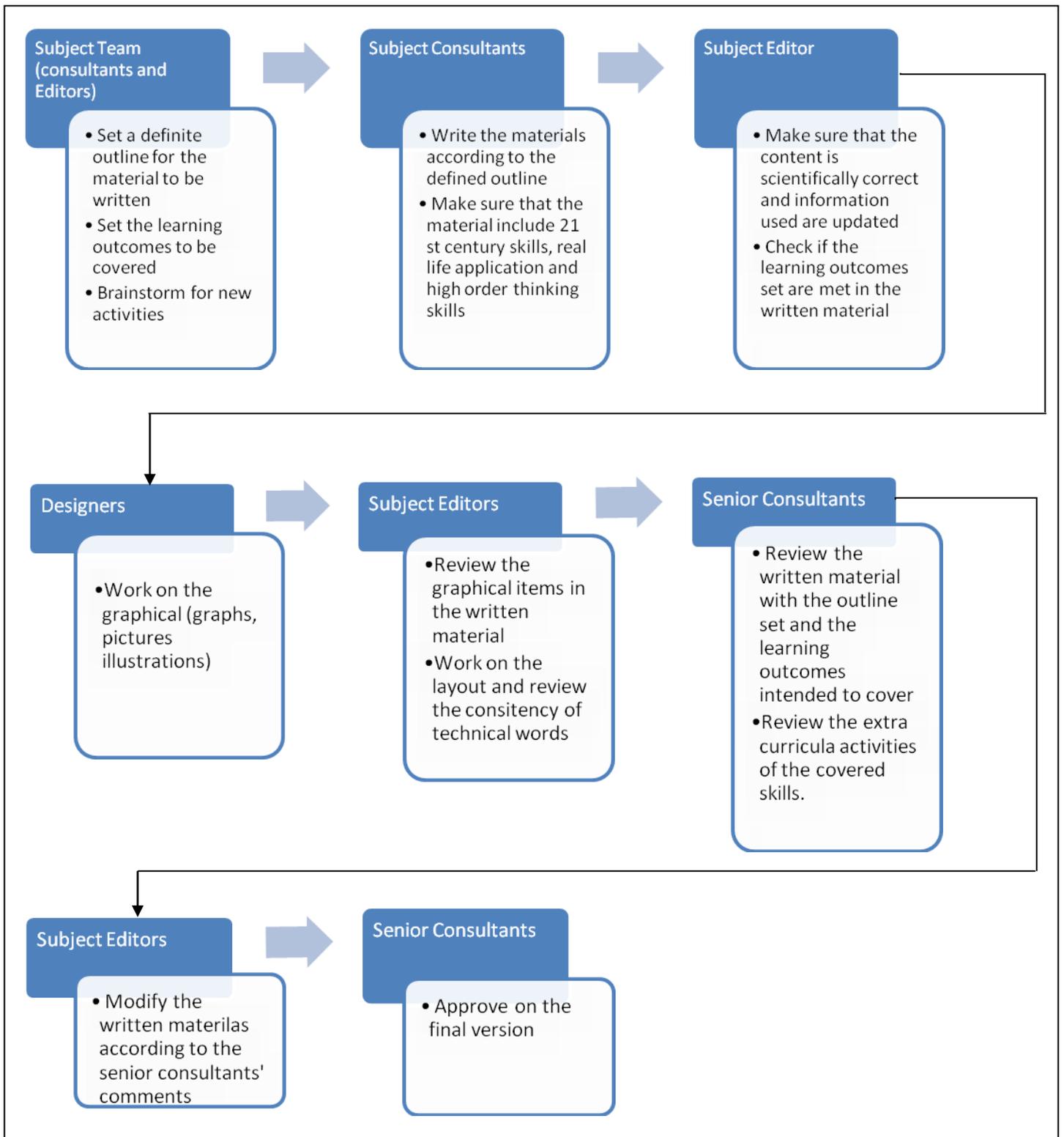


Figure 1: Examination Developemnt Flow Chart

Item Development Checklist

The item development checklist below is set to ensure that assessment items reflect the requirements of the IAB programme.

Generalities	
	The item is aligned with the learning outcomes intended to measure
	The item is in accordance with the national curricula
	The item has one and only one correct answer
	The item has a stem that is related to the question asked
	The item is written in a way that is bias free (gender, race, religion...)
	For multiple choice questions, the student is able to answer the question before reading the alternatives.
	The item is culturally appropriate
	The time allocated to the item is adequate
	The item is free of unfamiliar words
Stem	
	The stem content is scientifically correct and is taken from a reliable source
	The stem content is updated
	No misleading givens are included in the stem
	The stem contains all necessary information to solve the item
	The stem content is appropriate to the grade/age level
	The stem content is appropriate to the question type (multiple-choice, open-ended...)
Distractors (Multiple Choice Questions)	
	No distractor is noticeably different from the other in terms of sentence structure
	No distractor is noticeably different from the other in terms of number of words
	All distractors are related to the stem of the item
Rubric	
	The marking scheme shows the mark for each step of solving the item*
	Integer values is used to mark each step of solving the item
Review	
	The items are reviewed/updated after the analysis of grades

*Correct points are awarded for model answers or alternative answers (that are considered valid or correct)

Note that the final scores for each subject matter will be normalized (using z scores) for quality assurance purposes. This will allow the IAB board to compare results from year to year and to ensure that the achieved grades retain comparable value over time.

Grading / Marking Schemes and Reporting

The final grades are based on an overall assessment of students' performance. The three types of assessment per subject are divided as follows:

1. 20% Continuous assessments
2. 20% cross-disciplinary projects
3. 60% comprehensive exam

The IAB diploma certificate includes a detailed record of the student's performance across all three types of assessment. The certificates show to what extent a student has developed the 4-P profile, with reference to 21st century skills and high-order skills acquisition and by mapping the profile against the developmental stages. All scores are normalized according to international assessment standards and practices, and set on the following rating scale (100 points for each subject area).

Table 2: Reporting Students' Performance

Stages	IAB Grade	Conventional Grading		Description
4	4A	A*	98-100	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. Furthermore, the student has achieved a very high level of competence in the processes and skills related to the subject area and can apply these skills to new situations.
	4	A	91-97	
3	3A	B*	88-90	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills related to the subject area. Moreover, the student is able to apply this knowledge and these skills to most situations.
	3	B	81-87	
2	2A	C*	78 -80	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills related to the subject area.
	2	C	71-77	
1	1	D	60-70	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills related to the subject area.
0	0	F	Less than 60	The student has minimal knowledge and understanding in some areas of the content only and has achieved very limited competence in some of the processes and skills related to the subject area.

Continuous assessments Administered throughout the Year (Ongoing Assessment)

IAB assessors approve the marking scheme along with the exam paper. Students' papers are corrected and marked by the school teachers and grades are recorded electronically in an Excel spread sheet prepared by IAB officials. They are then sent to the teachers with the approved grading scheme.

10% of the students' papers are collected and revised by IAB officials to make sure that the teachers have followed the approved performance criteria on the answer key sheet.

IAB officials collect and record the test scores and student data from the continuous assessment in order to track student performance in the different subjects throughout the year.

Reports are generated electronically showing the performance of students (individually and per school) per subject. These reports are not available to the public, nor are they automatically sent to stakeholders; however they can be made available to school administrators upon request.

Cross-Disciplinary Project

The project supervisor grades a project report according to the approved performance criteria and assesses its strengths and weaknesses. The project supervisor may always seek advice from peers and refer to the students who presented the project for clarification.

Depending on their individual contribution, students in the same group may or may not receive the same grade on their common project. Project presentation in class is factored into the final grade. It is for this reason that there are four types of performance criteria in the IAB, used to assess different types of skills, some of which cannot be demonstrated using paper and pencil:

- In Class Assessment Performance Criteria (30%)
- Model Rubric (35%)
- Portfolio Rubric (25%)
- Individual Presentation Performance Criteria (10%)

The project supervisor returns the graded project report to students electronically, no more than two weeks after receiving it.

The project supervisor completes the grading report and submits it to the IAB officials no more than two weeks after receiving it.

Along with the other IAB assessments, project reports serve as diagnostic tools that help teachers identify individual students' strengths and weaknesses. The report results are based on the four types of performance criteria mentioned above.

Exceptional projects may be used as models for the entire IAB community. The IAB Board may decide, at its own discretion, to include some of these projects, temporarily or permanently, in the electronic version of the IAB Teacher Guide, or in any other form it seems fit.

Cross-Disciplinary Project Rubric Grids

In-class Performance Rubric (30%)		Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)	Points
1	Tasks are distributed evenly among the team members					
2	The team shows seriousness towards the project by developing and submitting an action plan					
3	The team abides by the project's timeline as set by the action plan					
4	The team demonstrates effective collaboration among its members					
5	Problem solving skills: The utilization of appropriate problem solving strategies is evident throughout the various phases of the project.					
Total Points						

Model / Solution Rubric (35%)		Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)	Points
1	Students chose a topic that is meaningful to them or relevant to their environment					
2	The design of the model is detailed. Material is listed and safety issues are addressed.					
3	The project (model) clarifies a lot of scientific concepts that are included in the students' curricula or found in real life.					
4	Creativity and Innovation: The model demonstrates significant creativity and originality					
5	The project (model) incorporates various 21 st century skills (Critical thinking, ICT...)					
6	The functionality of the model is outstanding					
7	Demonstration was effective and clear					
Total Points						

	Portfolio Rubric (25%)	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)	Points
1	Students follow the steps of the Scientific Method / Research Process					
2	The portfolio reflects effective collaboration among team members					
3	The portfolio demonstrates effective management of skills, time & resources					
4	Problem solving skills: The utilization of appropriate problem solving strategies is evident throughout the various phases of the project.					
5	Students show respect of intellectual property by properly citing the various sources of information					
6	The portfolio is clear, complete, organized and useful.					
Total Points						

	Individual Presentation Performance Rubric (10%)	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)	Points
1	Students demonstrate an understanding of the research process as well as the researched topic					
2	Students describe how the research findings were applied to project and test the solution / model					
3	Students are able to answer the questions about the project					
4	Students are able to speak loudly, clearly & enthusiastically about the project					
Total Points						

Comprehensive Exam

Exam papers are returned to the IAB Board for marking on ERC premises. The assessors review the pre-set grading scheme along with the test before they view the papers. Assessors grade the students' answers electronically on an Excel spreadsheet prepared by IAB officials.

Students' papers are marked twice by two different assessors, after which the results are compared and approved by a Senior Marker. IAB relies on techniques developed by assessment experts to identify and resolve any irregularities found between the first and the second marking.

The IAB Board makes the exam results available to all concerned stakeholders by the end of the first week in June. The IAB board releases an annual assessment report including details of the comprehensive exam.

The marking and aggregation schemes that are adopted by the IAB are those of a criterion-based principle. That is, no candidate's mark will be modified solely on the basis of how other candidates performed. Marks from the different components need to be scaled and aggregated to form a percentage total mark. For example, raw scores from the different components of a subject matter maybe converted into standardized score (0-100) and then averaged according to their corresponding weights.

In general, there will be no retakes for the comprehensive exams and the cross-disciplinary project. As for the continuous assessment, the retake procedures of the respective schools will apply.

Students can request details about their results within a one-month period from results release. To do so, an appeal form should be filled as per the specifications outlined in the appendix A.

Quality Assurance Measures

Various quality assurance measures are implemented at the different stages of assessment (from test writing, through the administration and grading of the exams):

Validity and Reliability

- The items in the comprehensive exam are written by a subject specialist and are reviewed by a panel of experts. The panel of expert members includes specialists in educational sciences, pedagogy and assessment.
- The subject matter specialists receive training about IAB philosophy.
- The test items are reviewed for bias, sensitivity and fairness prior to test administration.
- Internal reliability measures such as factor analysis and Cronbach alpha are implemented (where applicable) on a regular basis.

Academic Misconduct Procedure

IAB considers academic misconduct as a behavior that may result in the student attaining unfair advantage or marks in any of the assessment components of the IAB programme. *Cheating* and *plagiarism* are two examples of such misconduct. In order to support academic honesty, the following measures are taken:

- Students along with their supervising teachers are well informed that projects which are not the sole work of the student(s) will not be granted any points.
- Concerning the cross-disciplinary project, students must include a signed sheet in their portfolio that explicitly states that the project is authentic and it is theirs.
- Information about all the submitted projects (over the years) will be saved in a database.
- Internet searching may be conducted to check the authenticity or originality of a certain project.

In case of a breach of academic integrity, the student will be placed on academic probation. If a second incident occurs, the student will be removed from the IAB programme.

Other Measures

The IAB board has put in place a set of generic assurance measures:

- IAB staff, teachers, exam invigilators or proctors and students will adhere strictly to the prescribed quality-assurance norms and regulations throughout the procedures described above.
- Teachers, exam invigilators or proctors and project supervisors will report any significant irregularities to the IAB Board, and implement any subsequent Board recommendations.
- The IAB Board may, at its discretion and without prior notification to the school or teacher concerned, arrange for a qualified member of the IAB community (from outside the school) to be on site when a Continuous assessment is being administered and report to the IAB Board on her/his findings.
- The IAB Board may issue specific recommendations or warnings to individual teachers and/or schools, and take any necessary action to ensure that IAB assessments remain of the highest possible quality.
- In the event of repeated irregularities involving specific teachers, the IAB Board may temporarily or permanently suspend the IAB accreditation of the school concerned.
- Cheating and plagiarism are not tolerated under the IAB policy. Students are kept informed of the adverse consequences of such behavior.
- Regular documentation of results and record keeping are part of routine procedure.
- The IAB board meets on regular basis to self-assess and improve the IAB system as a whole.

Appendix A: Stakeholders' Responsibilities

Schools' Responsibilities

It is the responsibility of the individual schools to meet the operational and logistic requirements of the IAB assessments to ensure that they are properly implemented and run smoothly. Schools are responsible for:

- Distributing the IAB assessment timelines at the start of the academic year to students, teachers, and parents.
- Ensuring that students and parents are aware of the consequences of cheating and plagiarism.
- Ensuring the availability of an appropriate testing environment.
- Making sure that the tables are arranged in a suitable way.
- Setting the deadlines for the submission of results from the school to IAB officials (these dates will be reviewed on a yearly basis).
- Keeping exam papers in a safe place.
- Ensuring that the sealing of exam packages is removed only in the classroom where testing is taking place.
- Ensuring that students are aware of the assessment policy, the test duration and the required materials.
- Administering tests in a strictly controlled environment.
- Ensuring that the learning expectations, assessment purposes and strategies are clearly stated to students and parents.
- Producing and making available suitable documentation that reflects the IAB's educational philosophy and expectations.
- Appraising teachers and assuming responsibility for their professional development.
- Facilitating co-operation and exchanges of experience between teachers both within the school and with other IAB schools.

IAB Officers' Responsibilities

The IAB officer is the main point of contact between the school and the IAB main office. His or her role is to ensure that IAB matters remain confidential, to follow IAB rules and procedures, to ensure the smooth running of all IAB affairs in school and to be in regular contact with the IAB main office. The IAB officer must:

- Oversee all IAB business within the school, in coordination with concerned officers at the IAB main offices.
- Take all necessary measures to prevent cheating, and ensure that any data submitted to the Board relating to such instances is a true and accurate account, remaining accountable to the stakeholders concerned.
- Provide the IAB main office with the student records and grades required for monitoring the evolution of individual students' profiles, as well as the necessary data and course materials, including the different tools used for assessment.
- Ensure that all tests are submitted only by the invigilators /proctors who are authorized to do so.
- Meet with the IAB subject coordinators and to act as a conduit for conveying IAB's recommendations and for receiving feedback on student progress and problems.
- Treat all IAB matters as strict confidential.
- Follow up on all student referrals as well as on IAB recommendations, IAB assessments, and IAB support materials and regularly update the IAB main office on all issues.
- Ensure that school visits are scheduled in advance with all concerned personnel.
- Convey all communication from the IAB to the school administration, subject coordinators, and teachers.
- Ensure that the IAB assessment rules and procedures are revised and discussed with all concerned prior to any IAB assessment date.
- Promote IAB training for teachers as part of their continuous professional development.
- Record all complaints in writing.
- Ensure that all roles and responsibilities are clearly understood and properly implemented.
- Organize information and orientation sessions for all personnel with IAB-related responsibilities in the school.

Invigilators or Proctors Responsibilities

An invigilator or proctor must be a teacher, administrator, or another member of professional staff member with demonstrable classroom management skills and the ability to handle student issues appropriately and in accordance with IAB procedures and code of conduct. The proctor's responsibilities are to:

- Review IAB procedures and code of conduct policy with the IAB officer and pass on to the school information regarding IAB test procedures and materials.
- Collect the test packages from IAB officer/administrative office.
- Be in the designated exam room 10 minutes before scheduled start time.
- Ensure that the test package is kept sealed under all circumstances when outside the exam room.
- Check that the test package includes the IAB codes of conduct policy, reporting forms (attendance and conduct), and the instructions related to the subject test.
- Prevent any food, drinks, or subject materials from finding their way into the exam room.
- Complete the attendance sheet provided to record absent students.
- Maintain an appropriate environment in room throughout the entire testing session.
- Instruct students not to start their examination until they are given instructions to begin.
- Remain in the exam room throughout the examination session.
- Instruct students not to leave the test room before the end of the test even if they finish early.
- Respect the rule that there should be no communication between invigilators/proctors.
- Instruct students to remain seated throughout the test session.
- Take necessary action if an incident of cheating or other inappropriate conduct is detected.
- Report any incidents using the appropriate form, and notify the IAB officer.
- Deal with incidents of cheating or other misconduct quietly in order not to disrupt the testing atmosphere in the examination room.
- Instruct students to stop working and to put their pens and pencils down once the test is over.
- Collect exam papers and answer sheets and count them to check the number collected against the number distributed.
- Place all testing materials in the package provided together with the instructions, the seating chart, and forms supplied.
- Submit the testing packages to the IAB officer/school administrative for a final check of the materials included.

Students' Responsibilities

Students' ability to assume their responsibilities is a key to their success. Respecting the IAB code of conduct will not only ensure that students succeed in the exam, but is also designed to character-building in a way that will help them in their future lives. An IAB student must:

- Be aware of the consequences of plagiarism and of cheating in tests.
- Accept and abide by IAB testing code and demonstrate commitment to them.
- Be aware of the test duration and the number of questions in the test.
- Listen and follow all instructions stated by the proctors/invigilators.
- Be aware that late arrival in the exam rooms does not automatically mean that the time allowed to complete the exam will be automatically extended.
- Be aware that cheating strictly forbidden and even failed attempts to cheat may lead to their withdrawal from the IAB program.
- Be aware that bringing any food to the exam room is strictly forbidden.
- Be aware that bringing any copybooks or textbooks, whether related to the subject the student is being tested on or not, is strictly forbidden.
- Treat all members of his/her school community with respect and honesty.
- Abide by school's rules and procedures.
- Keep the school premises clean and neat.
- Be punctual in his assignments, activities and duties.
- Ask for additional teaching support when necessary.

Appeal Form



Appeal Form

Student Information

Student Name: _____

Student ID: _____

School Name: _____

Appeal Information

Assessment Type

Comprehensive Exam

Mathematics

Physics

Chemistry

Biology

English Language

Arabic Language

Cross-curricular project

In Class Grade

Portfolio Grade

Individual Presentation Grade

Model Grade

Reason for Request:

Date: _____

Signature: _____

For International Arab Baccalaureate use only

Appeal Reviewed by: _____

Appeal Reply

Action Approved by: _____

Date: _____

Signature: _____

Academic Misconduct Form



Misconduct Form

Incident Type:

Cheating Plagiarism Other: _____

Evidence Attached:

Student(s) involved:

Instructors / IAB Recommendation

Additional work Re-examination
 No credit for work in question Change of grade
 Other: _____

Instructor's signature: _____ Date _____

Student's Comments:

Student's signature _____ Date _____