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THE IB DIPLOMA PROGRAM HANDBOOK

SY 2022-2023

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IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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I. ASM FOUNDATION DOCUMENTS

A. Vision, Mission, and Profile of the Graduate



B. Profile of the Graduate

An American School of Marrakesh graduate will be:

- **Globally competent**
Multilingual communicators who are culturally savvy, collaborative, adaptable, and networked.
- **Critical thinkers**
Problem solvers demonstrating sound judgment and mastery of interdisciplinary and procedural knowledge.



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- **Self-directed learners**
Independent and entrepreneurial learners who show initiative, agility, resilience, and perseverance.
- **Civically Engaged**
Citizens whose words and actions are principled, caring, open-minded, empathetic, and responsible.
- **Creative**
Producers of new value that reflects innovation, and imagination.
- **Balanced**
Life-long learners who balance pursuits of the mind, body, and spirit.

ASM Goals

To meet its Mission, ASM cultivates an educational environment based on four main principles:

1. Striving toward academic excellence
2. Developing individual potential
3. Acting with good character
4. Fostering a global perspective

Academic Excellence

- We offer a core curriculum of arts and sciences taught in English;
- We expect students to meet or exceed all AERO standards for each grade level;
- We provide opportunities for advanced coursework to those students who are able to exceed the AERO standards;
- We give all students the opportunity to gain fluency in Arabic, French and/or Spanish, and we expect Moroccan students to meet the Ministry of Education requirements;
- We give all students the opportunity to pursue higher education in French, Arabic, or Spanish who are able and inclined to meet proficiency levels required;
- We use technology to enhance teaching and learning;
- We create a learning context that encourages students to generate and develop focused methods of inquiry, and to explore and think critically; and
- We expose students to a broad and balanced program that nurtures their intellectual, emotional, social, and physical development, and prepares them to become well-rounded individuals.



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Individual Potential

- We prepare students to become independent learners;
- We prepare students to become lifelong learners;
- We prepare students to develop and explore their individual academic and non-academic potential and interests; and
- We support students to reach their individual potential through differentiation.

Good Character

- We encourage and inspire students to embody the ASM pillars of good character so that they can apply them to all aspects of their lives. The pillars are: Respect, Responsibility, Trustworthiness, Caring, Fairness, Citizenship and Perseverance.
- We challenge students to develop resilience and persistence.

Global Perspective

- We enable students to understand their own culture and broaden their perspective as they learn about and interact with other cultures.
- We enable students to communicate effectively in more than one language.
- We raise awareness and foster understanding of global issues.



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II. IB MISSION & PHILOSOPHY

A. Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

B. IB Learner Profile

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their Consequences.

Open-Minded



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We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the Experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-Takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



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C. Approached to Teaching & Learning (ATLs)

Approaches to Learning

Thinking skills	Communication skills	Social skills
Self-management skills	Research skills	

Approached to Teaching

Based on inquiry	Focused on conceptual understanding	Developed in local and global contexts
Focused on effective teamwork and collaboration	Differentiated to meet the needs of all learners	Informed by assessment (formative and summative)



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III. IB DIPLOMA PROGRAMME PATHWAYS

A. The IB Diploma Programme

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL.

In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

(DP Subject Brief)

Group 1	Studies in Language and Literature
Group 2	Language Acquisition
Group 3	Individuals & Societies
Group 4	Sciences
Group 5	Mathematics
Group 6	The Arts & Electives
Core	EE; TOK; & CAS



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The students will be assessed through a range of ***internal and external assessments**. Some of the assessments are marked by ASM teachers and moderated by the IB while others (external) are marked by qualified IB examiners. For more information on IB assessments, please consult the section **Subject Proposal**.

All IB courses must meet the IB requirements for instructional time: 150 hours for standard classes and 240 hours for higher level courses.

*Glossary of terms

DP subject briefs:

In 2023, students undertaking the Diploma Programme (DP), will complete all the assessments and will be awarded grades based on all of the components completed for each subject. The IB will continue to support students through mitigations in the grade boundary setting process taking into consideration the impact of the pandemic when awarding results.

The Schedule for the May 2023 Examination Session can be found [here](#)



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B. Pathways to University Summary

Regardless of the pathway chosen, all ASM students who fulfill the respective requirements will graduate with an ASM diploma, which is equivalent to receiving a US high school diploma.

	PATHWAY I US High School Diploma	PATHWAY II IB Course Certificates	PATHWAY III Full IB Diploma
Course Enrolment in all six subjects	✓	✓	✓
US High School Diploma	✓	✓	✓
IB Certificate(s)	NA	✓	✓
IB Full Diploma	NA	NA	✓
ASM HS Semester Exams - G11 (Past IB Paper)	✓	✓	✓
ASM HS Semester Exams - G12 (Past IB Paper)	✓	✓	✓
IBDP Mock Exams	NA	✓	✓
TOK	✓	✓	✓
Extended Essay	NA	NA	✓
CAS	NA	NA	✓
ASM Service Learning	✓	✓	NA



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University Pathway Selection

Pathway		Requirements
Pathway 1	American High School Diploma	<ul style="list-style-type: none"> All ASM Students who complete 27 course credits will receive the American High School Diploma. Students are required to complete the internal assessments for at least three IB Courses (English Individual Oral (IO) is mandatory for all students). All students are required to take English Complete the Service Learning Component
	IB Course Certificate(s)	<ul style="list-style-type: none"> Students are required to complete the internal assessments for at least three IB Courses (English IO is mandatory for all students). All students are required to take English Students may register for as many IB Course Certificates as they choose to do so. Complete the Service Learning Component Sit in for the IB examinations at the end of the two-year program. Students may select any of the languages listed in Group 2 below Students may take two subjects from Groups 3 or 4 and none in Group 6 (Arts)
Pathway 3	Full IB Diploma	<ul style="list-style-type: none"> Select one subject from each IBDP subject group Select Three subjects in Standard Level Select Three subjects in Higher Level Complete Internal Assessments in all subjects and the IB Core: Extended Essay, CAS Portfolio, and Theory of Knowledge Sit in for the IB examinations at the end of the two-year program. Students may select any of the languages listed in Group 2 below Students may take two subjects from Groups 3 or 4 and none in Group 6 (Arts)
	Full IB Diploma (Bilingual Diploma)	<ul style="list-style-type: none"> Pass the French test and place in IB French A SL Exempt from subjects in Group 2 Select one subject from each subject group Select Three subjects in Standard Level Select Three subjects in Higher Level Complete Internal Assessments in all subjects and the IB Core: Extended Essay, CAS Portfolio, and Theory of Knowledge Sit in for the IB examinations at the end of the two-year program. Students may select any of the languages listed in Group 2 below Students may take two subjects from Groups 3 or 4 and none in Group 6 (Arts)



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C. Course Selection

Every year, the Grade 10 students will attend a few information sessions in the fall with the School's College Counselor and the DP Coordinator to learn more about the IBDP Programme and become familiar with the requirements and academic prerequisites for the Diploma Programme. In addition to this, the students and their parents will attend DP course presentations in March to learn more about the Diploma Programme and the specific courses on offer at ASM. The Grade 10 Student/Parent Evening will be mandatory for all students. **All Grade 10 students will submit their DP Learning Plan by the second week of May each year.**

Diploma Programme Course Placement:

Placement in the IB Diploma Programme courses is not automatic. Final decision will be made by an academic team considering the student's profile and examining data from the following:

- 1) Grade 10 Semester 1 overall grade and previous academic record as applicable
- 2) MAP scores (if applicable)
- 3) Teacher Recommendations

All Grade 10 students will complete **MAP Testing** early in the Spring in the following Areas:

Area	Test Name
Reading	Growth: Reading 6+ AERO 2015
Language Usage	Growth: Language 2-12 AERO 2015
Mathematics	Growth: High School Integrated Math 3 CCSS Intl 2010
Science	Growth: Science 9-12: for use with NGSS Intl 2013

Students who are academically able are encouraged to attempt the full diploma programme.



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A. Subject Proposal Summary

GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5	GROUP 6
Language and Literature	Language Acquisition	Individuals & Societies	Sciences	Mathematics	The Arts
<p>(English is Mandatory for all students. Mandatory to complete the English internal assessment (IO))*</p> <p>*English Language and Literature SL/HL</p> <hr/> <p>(Bilingual IB Diploma. Mandatory to take test to place in French A)**</p> <p>** Required French A Language & Literature SL</p>	<p>French B SL</p> <p>Spanish Ab initio SL</p>	<p>Geography SL/HL</p> <p>History SL/HL</p> <p>(Online through Pamoja at additional cost)**</p> <p>**Business Management SL</p> <p>**Psychology SL</p>	<p>Physics SL/HL</p> <p>Biology SL/HL</p> <p>Chemistry SL/HL</p>	<p>Math Applications & Interpretations SL/HL</p> <p>Math Analysis & Approaches SL/HL</p>	<p>Visual Arts SL</p> <p>Music SL</p>
<p style="text-align: center;">CORE</p> <p style="text-align: center;">Theory of Knowledge (TOK)</p> <p style="text-align: center;">Creativity, Activity and Service (CAS)</p> <p style="text-align: center;">Extended Essay (EE)</p>					

*SL = IB Standard Level (150 Hours) | HL = IB Higher Level (240 Hours)

**Pamoja online classes are offered at cost. The course fee is charged by Pamoja.



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IV. SUBJECT PROPOSAL

GROUP 1: STUDIES IN LANGUAGE & LITERATURE

Language A: Language & Literature - English/French SL/HL

The language A: language and literature course aims at studying the complex and dynamic nature of language and exploring both its practical and aesthetic dimensions. The course will explore the crucial role language plays in communication, reflecting experience and shaping the world, and the roles of individuals themselves as producers of language. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all effect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

The aims of studies in language and literature courses are to enable students to:

- engage with a range of texts, in a variety of media and forms, from different periods, styles and cultures
- develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- develop skills in interpretation, analysis and evaluation
- develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of the relationships between studies in language and literature and other disciplines z communicate and collaborate in a confident and creative way
- foster a lifelong interest in and enjoyment of language and literature.



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Language A: Language & Literature - English/French SL/HL Assessments for May 2022

	Component	Current number of marks	Modified Number of marks for May 2021	Current weighting	Modified weighting for May 2022
SL	Paper 1	20	20	35%	55%
	Paper 2	30	Removed	35%	N/A
	IA	40	40	30%	45%
		Total Weighting		100%	100%
HL	Paper 1	40	40	35%	50%
	Paper 2	30	Removed	25%	N/A
	HL Essay	20	20	20%	25%
	IA	40	40	20%	25%
		Total weighting		100%	100%

* Terms included in glossary SL/HL, IA

GROUP 2: Language Acquisition



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The main emphasis of the modern language courses is on the acquisition and use of language in a range of contexts and for different purposes while, at the same time, promoting an understanding of another culture through the study of its language.

Language B: French/Arabic SL

Students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course (and beyond those for language ab initio).

The language B syllabus is organized into five prescribed themes: identities, experiences, human ingenuity, social organization, and sharing the planet. Optional recommended topics and possible questions for each theme are presented in the guide, but are not prescribed.

- Students are exposed to a variety of authentic text types in relation to the prescribed themes and related course content
- Students describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content
- Students produce a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests
- At HL, students are required to study two literary works originally written in the target language, and are expected to extend the range and complexity of the language they use and understand in order to communicate
- Students are assessed both externally and internally
- External assessment consists of Paper 1: productive skills—writing (a written response to a task) and Paper 2: receptive skills—with separate sections for listening (demonstrating understanding of three audio passages) and reading (demonstrating understanding of three written passages)
- Internal assessment at SL consists of an individual oral assessment—productive and interactive skills (a presentation by the student and a follow-up discussion based on a visual stimulus linked to one of the prescribed themes of the course, and a general conversation with the teacher based on at least one additional theme of the course)
- Internal assessment at HL consists of an individual oral assessment—productive and interactive skills (a presentation by the student and a follow-up discussion based on an



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extract from one of the literary works studied during the course, and a general conversation with the teacher using one or more of the five prescribed themes of the course as a starting point)

Language B:French SL Assessments for May 2022

	Component	Current number of marks	Modified Number of marks for May 2021	Current weighting	Modified weighting for May 2022
SL	Paper 1	30	30	25%	35%
	Paper 2	65	40	50%	35%
	IA	30	30	25%	30%
	Total Weighting			100%	100%

Language ab initio: Spanish SL

Students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

The language ab initio syllabus is organized into five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. The language ab initio syllabus prescribes four topics for each of the five prescribed themes for a total of 20 topics that must be addressed in the language ab initio course.

- Knowledge of vocabulary and grammar (the *what* of language) is reinforced and extended by understanding audience, context, purpose, meaning and variation (the *why* and *how* of language)



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- The development of international-mindedness is one of the key aims of the course
- The prescribed themes of the course are inspired by the transdisciplinary themes of the Primary Years Programme (PYP) and the global contexts of the Middle Years Programme (MYP)
- Students are exposed to a variety of authentic text types in relation to the prescribed themes and topics, as well as the content contained within the language-specific syllabuses
- Students produce a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests
- Students are assessed both externally and internally
- External assessment consists of Paper 1: productive skills—writing (written responses to two required tasks) and Paper 2: receptive skills—with separate sections for listening (demonstrating understanding of three audio passages) and reading (demonstrating understanding of three written passages)
- Internal assessment consists of an individual oral assessment—productive and interactive skills (a presentation by the student and a follow-up discussion based on a visual stimulus linked to one of the prescribed themes of the course, and a general conversation with the teacher based on topics from at least one additional theme of the course).

Language Ab Initio: Spanish SL Assessments for May 2022

	Component	Current number of marks	Modified Number of marks for May 2021	Current weighting	Modified weighting for May 2022
SL	Paper 1	30	15	25%	30%
	Paper 2	65	40	50%	35%
	IA	30	30	25%	35%
	Total Weighting			100%	100%

GROUP 3: Individuals and Societies



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History SL/HL

The Diploma Programme (DP) history course is a world history course based on a comparative, multi-perspective approach to history and focused around key historical concepts such as change, causation and significance. It involves the study of a variety of types of history, including political, economic, social and cultural, encouraging students to think historically and to develop historical skills. In this way, the course involves a challenging and demanding critical exploration of the past.

The DP history course requires students to study and compare examples from different regions of the world, helping to foster international mindedness. Teachers have a great deal of freedom to choose relevant examples to explore with their students, helping to ensure that the course meets their students' needs and interests regardless of their location or context.

History is available at both Standard Level (SL) and Higher Level (HL).

History

Assessments for May 2022

	Component	Current number of marks	Modified Number of marks for May 2021	Current weighting	Modified weighting for May 2022
SL	Paper 1	24	24	30%	30%
	Paper 2	30	15	45%	45%
	IA	25	25	25%	25%
	Total Weighting			100%	100%
History Assessments for May 2022					



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Component	Current number of marks	Modified Number of marks for May 2021	Current weighting	Modified weighting for May 2022	Component
HL	Paper 1	24	24	20%	20%
	Paper 2	30	15	25%	25%
	Paper 3	45	30	35%	35%
	HL Essay	20	25	20%	20%
	IA	25	25	20%	20%
	Total weighting			100%	100%

Geography SL/HL

Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

The geography course embodies global and international awareness in several distinct ways. It examines key global issues, such as poverty, sustainability and climate change. It considers examples and detailed case studies at a variety of scales, from local to regional, national and international.

Geography Assessments for May 2022



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	Component	Current number of marks	Modified Number of marks for May 2021	Current weighting	Modified weighting for May 2022
SL	Paper 1	40	20	35%	25%
	Paper 2	50	40	45%	40%
	IA	25	25	20%	35%
	Total Weighting			100%	100%
Geography Assessments for May 2022					
	Component	Current number of marks	Modified Number of marks for May 2021	Current weighting	Modified weighting for May 2022
HL	Paper 1	60	20	35%	20%
	Paper 2	50	40	25%	25%
	Paper 3	28	28	20%	35%
	IA	25	25	20%	30%
	Total weighting			100%	100%

GROUP 4: Sciences



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Physics SL/HL

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles to the vast distances between galaxies.

Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.

Physics

Assessments for May 2022

	Component	Current number of marks	Modified Number of marks for May 2021	Current weighting	Modified weighting for May 2022
SL	Paper 1	30	30	20%	30%
	Paper 2	50	50	40%	50%
	Paper 3	35	Removed	20%	N/A
	IA	25	23	20%	20%
	Total Weighting			100%	100%
	Component	Current number of marks	Modified Number of marks for May 2021	Current weighting	Modified weighting for May 2022
	Paper 1	40	49	20%	30%



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HL	Paper 2	90	90	36%	50%
	Paper 3	45	Removed	24%	N/A
	IA	24	24	20%	20%
	Total weighting			100%	100%

Biology SL/HL

Biologists investigate the living world at all levels using many different approaches and techniques.

At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale biologists investigate the interactions that make whole ecosystems function. Many discoveries remain to be made and great progress is expected in the 21st century.

	Component	Current number of marks	Modified Number of marks for May 2021	Current weighting	Modified weighting for May 2022
SL	Paper 1	30	30	20%	30%
	Paper 2	50	50	40%	50%
	Paper 3	35	Removed	20%	N/A
	IA	24	24	20%	20%
		Total Weighting		100%	100%



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	Component	Current number of marks	Modified Number of marks for May 2021	Current weighting	Modified weighting for May 2022
	Component	Current number of marks	Modified Number of marks for May 2021	Current weighting	Modified weighting for May 2022
HL	Paper 1	40	40	20%	30%
	Paper 2	72	72	36%	50%
	Paper 3	45	Removed	24%	N/A
	IA	24	24	20%	20%
		Total weighting		100%	100%

Chemistry SL/HL

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills.

It is often called the central science as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science.



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	Component	Current number of marks	Modified Number of marks for May 2021	Current weighting	Modified weighting for May 2022
SL	Paper 1	30	30	20%	30%
	Paper 2	50	50	40%	50%
	Paper 3	35	Removed	20%	N/A
	IA	24	24	20%	20%
		Total Weighting		100%	100%
	Component	Current number of marks	Modified Number of marks for May 2021	Current weighting	Modified weighting for May 2022
HL	Paper 1	40	40	20%	30%
	Paper 2	90	90	36%	50%
	Paper 3	45	Removed	24%	N/A
	IA	24	24	20%	20%
		Total weighting		100%	100%

GROUP 5: Mathematics

Math Applications & Interpretations SL/HL

Mathematics SL Applications and Interpretation is a course designed for students who wish to gain a good knowledge of mathematics, but with an emphasis on the applied nature of the subject. They may have found more traditional mathematics courses a challenge and it will appeal to students who enjoy the practical application of mathematics to real life situations. This



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course is suitable for students who may go on to further study in subjects that utilize mathematics in this way such as biology, the human sciences and business.

Mathematics HL Applications and Interpretation is a course designed for students who wish to gain an in-depth knowledge of mathematics, but with an emphasis on the applied nature of the subject. It will appeal to students who enjoy the practical application of mathematics to real life situations. This course is suitable for students who may go on to further study in subjects that utilize mathematics in this way such as biology, the human sciences and business.

	Component	Current number of marks	Modified Number of marks for May 2021	Current weighting	Modified weighting for May 2022
SL	Paper 1	80	80	40%	40%
	Paper 2	80	80	40%	40%
	IA	20	20	20%	20%
		Total Weighting		100%	100%
	Component	Current number of marks	Modified Number of marks for May 2021	Current weighting	Modified weighting for May 2022
HL	Paper 1	110	110	30%	30%
	Paper 2	110	110	30%	30%
	Paper 3	55	55	20%	20%
	IA	20	20	20%	20%
		Total weighting		100%	100%



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Math Analysis & Approaches SL/HL

Mathematics SL Analysis and Approaches is a course designed for students who wish to study a good level of mathematics, but not at a higher level. It will appeal to students who are interested in exploring real and abstract applications of mathematical concepts. They will enjoy problem solving and generalization. This course is suitable for students who may go on to further study in subjects that have a mathematical background, for example economics, geography and chemistry.

Mathematics HL Analysis and Approaches is a course designed for students who wish to study mathematics in-depth and gain a formal understanding of the subject. It will appeal to students who are interested in exploring real and abstract applications of mathematical concepts. They will enjoy problem solving and generalization. This course is suitable for students who may go on to further study in subjects that have a significant level of mathematics content, for example mathematics itself, engineering, physical sciences or economics.

	Component	Current number of marks	Modified Number of marks for May 2021	Current weighting	Modified weighting for May 2022
SL	Paper 1	80	80	40%	40%
	Paper 2	80	80	40%	40%
	IA	20	20	20%	20%
		Total Weighting		100%	100%
	Component	Current number of marks	Modified Number of marks for May 2021	Current weighting	Modified weighting for May 2022



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	Component	Current number of marks	Modified Number of marks for May 2021	Current weighting	Modified weighting for May 2022
HL	Paper 1	110	110	30%	30%
	Paper 2	110	110	30%	30%
	Paper 3	55	55	20%	20%
	IA	20	20	20%	20%
		Total weighting		100%	100%

GROUP 6: THE ARTS

The subjects in the arts allow a high degree of adaptability to different cultural contexts. The emphasis is on creativity in the context of disciplined, practical research into the relevant genres.

In addition, each subject is designed to foster critical, reflective and informed practice, help students understand the dynamic and changing nature of the arts, explore the diversity of arts across time, place and cultures, and express themselves with confidence and competence.

Visual Arts SL

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.



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	Component	Current number of marks	Modified Number of marks for May 2021	Current weighting	Modified weighting for May 2022
SL	Comparative study	30	30	20%	20%
	Process portfolio	34	34	40%	40%
	Exhibition	30	30	40%	40%
		Total Weighting		100%	100%
	Component	Current number of marks	Modified Number of marks for May 2021	Current weighting	Modified weighting for May 2022
HL	Comparative study	42	42	20%	20%
	Process portfolio	34	34	40%	40%
	Exhibition	30	30	40%	40%
		Total weighting		100%	100%

Music SL

Through the music course students develop their knowledge and potential as musicians, both personally and collaboratively.

Involving aspects of the composition, performance and critical analysis of music, the course exposes students to forms, styles and functions of music from a wide range of historical and



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socio-cultural contexts. Students create, participate in, and reflect upon music from their own background and those of others. They develop practical and communicative skills which provide them with the opportunity to engage in music for further study, as well as for lifetime enjoyment.

Both standard level (SL) and higher level (HL) music students are required to study musical perception.

SL students in music are then required to choose one of three options:

- creating (SLC)
- solo performing (SLS)
- group performing (SLG).

HL students are required to present both creating and solo performing.

In the teaching of the music course it should be possible to have groups of students that include both SL and HL students. Through a variety of teaching approaches, all students—whether SL or HL—will be encouraged to develop their creative and critical abilities and to enhance their appreciation and enjoyment of music.

	Component	Current number of marks	Modified Number of marks for May 2021	Current weighting	Modified weighting for May 2022
SL	Paper 1	80	Removed	30%	N/A
	Musical links (compulsory)	20	20	20%	50%
	Creation (option)	30	30	50%	50%
	Group (option)	20	20	50%	50%
	Solo (option)	20	20	50%	50%



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	*one of the three is chosen by the student				
		Total Weighting		100%	100%
	Component	Current number of marks	Modified Number of marks for May 2021	Current weighting	Modified weighting for May 2022
HL	Paper 1	100	Removed	30%	N/A
	Musical links	20	20	20%	50%
	Creating	30	30	25%	25%
	Solo	20	20	25%	25%
		Total weighting		100%	100%

The Core

Theory of Knowledge

Types of Assessment	Assessment	Forms of Assessment	Weighting of final grade (%)
External	Part 1: Essay on a prescribed title	One essay on a title chosen from a list of six prescribed titles.	67%
Internal	Part 2: Presentation	One presentation to the class by an individual or a group (max of three persons); approximately 10 minutes per student. One written presentation planning document for each student.	33%



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Creativity, Activity, and Service

Creativity, activity, service (CAS) is at the heart of the DP. The CAS program begins at the start of the DP and continues regularly for at least 18 months with reasonable balance between creativity, activity and service.

A CAS experience must:

- Fit within one or more of the CAS strands
- Be based on a personal interest, skill, talent or opportunity for growth
- Provide opportunities to develop the attributes of the IB learner profile
- Not be used or included in the student's DP course requirements

Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome. Some learning outcomes may be achieved many times, while others may be achieved less frequently. In their CAS portfolio, students provide the school with evidence of having achieved each learning outcome at least once through their CAS program.

Learning Outcomes	Descriptors
Identify your own strengths and develop areas for growth.	Students are able to see themselves as individuals with various abilities and skills of which some are more developed than others.
Demonstrate that challenges have been undertaken, developing new skills in the process.	A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through new experiences or through increased expertise in an established area.
Demonstrates how to initiate and plan a	Students can articulate the stages from



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CAS experience.	conceiving an idea to executing a plan for individual or collaborative CAS experiences. Students may show their knowledge and awareness by building on a previous experience or by launching a new idea or process.
Show commitment to, and perseverance in, CAS experiences.	Students demonstrate regular involvement and active engagement in CAS
Demonstrate the skills and recognize the benefits of working collaboratively.	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
Demonstrate engagement with issues of global significance.	Students are able to identify and demonstrate their understanding of global issues, make responsible decisions and take appropriate action in response to the issue either locally, nationally, or internationally.
Recognize and consider the ethics of choices and actions.	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

The Extended Essay

The extended essay provides:

- practical preparation for undergraduate research
- an opportunity for students to investigate a topic of personal interest to them, which relates to one of the student's six DP subjects, or takes the interdisciplinary approach of a World Studies extended essay.



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The Extended Essay is externally assessed by examiners appointed by the IB. They are marked on a scale from 0-34 possible points.

There are five bands ranging from A to E. The score a student receives corresponds to the bands listed below.

Letter Grade	Possible Points	Assessment
A	27-34	Work of an excellent standard
B	21-26	Work of good standard
C	14-20	Work of satisfactory standard
D	7-13	Work of mediocre standard
E	0-6	Work of elementary standard

V. POLICY TO ADD/DROP A COURSE FOR IB DIPLOMA/CERTIFICATE CANDIDATE

1. The deadline for the Add/Drop process of a course will be set after two weeks of the start of the Academic Year.
2. The interested student is required to send an email including: the Upper School Head Of Division, the IB Coordinator, the teacher of the course the student is dropping, and the teacher the student wishes to add. The student needs to provide a reasonable cause with a detailed explanation stating the need for the add/drop process.
3. The decision to authorize this change will be made once the Upper School Head of Division communicates via email and appoints the Academic Council. The appointed Academic Council members include: The Upper School Head of Division, The IB Coordinator, the College Counselor, The Head of Department, and both teachers involved in the Add/Drop request received via email by the students.
4. The IB Coordinator provides a detailed report. In general the IB Coordinator **DOES NOT ADVISE A CHANGE DURING THE IB YEAR 2**, as it is a two year program. It is very difficult for the IB Teacher to provide a plan for the new joining student as additional workload.



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5. It is very difficult for the incoming student to catch up with the material of a rigorous IB course designed for two years, in the five months left during the IB Year 2 of the Diploma Program. . The IB curriculum should be finalized by the second week of March, and all Internal Assessments should be submitted according to the IB Calendar at the latest the first week of March, with the exception of Visual Arts.
6. However, the student may schedule an appointment with the IB Coordinator to receive guidance, which will be communicated to the Upper School Head of Division via email. When the student meets with the IB Coordinator to ask to add/drop a course they are counseled to complete step 1 - email the US HOD, so the due process is completed.
7. The Academic Council should meet as soon as possible after the email from the student is received by the US HOD. The Academic Council will determine if the decision to add/drop a course is the best course of action to ensure the student is set for academic success. Consequently, that ensures the best pathway for the future academic journey of the student.
8. If the Add/drop request is approved the teacher will need to provide a timeline with the most significant assignments assigned to prepare students for the internal and external assessment
9. Once the Academic Council reaches a decision putting in place the due process , the US HOD will need to schedule a face to face meeting with the student and parents to ensure that the information and decision made by the Academic Council is relayed consistently. Then the decision will be put into effect.

IB Predicted Grades

V. VIB DIPLOMA PREDICTED GRADES

IB Predicted grades

A predicted grade is the teacher's estimation of the grade the candidate is expected to achieve in the subject. A predicted grade should be based on:

- all the evidence of the candidate's work



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- the teacher's knowledge of IB standards.

Predicted grades are required for all subjects, and also for TOK and the EE. It is important that each prediction is made as accurately as possible, without under-predicting or over-predicting the grade.

Predicted grades are used for grade award meetings when considering a subject's grade distributions and the performance of individual candidates. A check on the appropriateness of results is made by comparing awarded grades with predicted grades. If there are significant discrepancies, further reviews may be conducted. Predicted grades are not used in calculations for candidates affected by adverse circumstances, including candidates with incomplete assessment for one or more components for whom calculations are made using global or school averages.

Teachers predicting grades should use the following scales.

- Grades are awarded to candidates in each subject on a scale of 1 to 7, with 7 being the highest grade.
- For TOK and the EE, the grades are on a scale of A to E, with A being the highest grade. A predicted grade is not required for language A: literature SL school supported self-taught candidates.

Whether predicted grades should be released to candidates is left to the discretion of the school.

Source: Diploma Programme Assessment Procedures (2019)

IB Predicted Grades at ASM

At ASM we feel that all constituents should be fully informed about their academics. Predicted grades are due to the IB Coordinator during the second week of October. At this point we will make IB Predicted Grades available to students and families upon request by scheduling an appointment with the IB Coordinator.



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VI Preparing for the IB Diploma May 2023 Examination Sessions

The IB recognizes that, due to the pandemic, students globally have experienced disrupted education over the last two years. The IB is committed to supporting these students' progress to the next step in their education despite the challenges they have faced. For May 2023, it is anticipated that nearly all our students will be able to take exams.

In 2023, students undertaking the Diploma Programme (DP), Career-related Programme (CP), and Middle Years Programme (MYP) will complete all the assessments and will be awarded grades based on all of the components completed for each subject. The IB will continue to support students through mitigations in the grade boundary setting process taking into consideration the impact of the pandemic when awarding results.

The IB will work with schools to support student needs, to prepare DP, CP and MYP students for the full suite of assessments in 2023.

The IB also intends that in 2023 the distribution of grades awarded for our qualifications to return close to those of May 2019. However, it is still possible that the disruption to learning may impact student performance in 2023 examinations to some extent. With this in mind, grade boundary setting will take further disruptions into account and grade boundaries for May 2023 may not necessarily be the same as those of May 2019.

The IB's dedicated teams will be working closely with schools to provide continuous updates and support, resources, and opportunities for questions and feedback.

For more details on the May 2023 session, students and teachers are encouraged to talk to their school's IB coordinator.

Source IBO Published: 22 March 2022 - Last updated: 23 August 2022



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VII. IB DIPLOMA PROGRAMME POLICIES

ADMISSIONS POLICY

(Developed by the Enrollment Management Director, Admissions Officer, IBDP Coordinator with input from the DP Committee as well as input from all Staff and Faculty)

Application Process for DP Students

The American School of Marrakesh believes in equitable access to the Diploma Programme for all students. By default, all incoming sophomore students are Diploma Programme students. ASM encourages students, especially those with an overall solid academic performance, to attempt the full diploma programme. The School will guide and support students during their sophomore year to determine which category of the following will likely match their needs and abilities. Regardless of the pathway chosen, all ASM students who fulfill the respective requirements will graduate with an ASM diploma, which is equivalent to receiving a US high school diploma.

Types of Students:

- **Full Diploma Student:** A full Diploma student attempts the full diploma programme by taking one subject from each group, three at the standard level and the remaining three at the higher level in addition to the core (CAS, EE & TOK). The student will take and pass the external IB examinations to earn his/her Diploma.
- **Course Certificate Student:** A Course Certificate Student will not be able to attempt the full diploma programme but will take one or more course certificates. The student will take and pass the external IB examinations to earn his/her course certificate of choice.
- **ASM American High School Diploma:** All students will earn an ASM American High School Diploma if they earned the required credits from ASM. The students will take ASM end-of-year exams in grades 11 and 12. This pathway is for students who will not attempt the full programme nor course certificates. The students will not take the IB examinations.

Admission Process:



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Application: all grade 10 students complete their application to the Diploma Programme indicating their course preferences for the remaining two years of High School. Students will complete their application after consultation with their parents and with their school advisor/counselor.

Decision: an *Academic Council* composed of High School staff and faculty members will be in charge of reviewing applications and advising students. The final decision will be taken by the Academic Council. The Academic Council will conduct a comprehensive review of the student's performance data from the following:

- High School end-of-year and semester grades in key core areas: Math, English Science and Social Studies
- MAP Data (Mathematics, English, & Science)
- IBDP Writing Prompt
- Personal Statement
- Student Interview

Enrollment: If a student is approved for the full diploma, s/he will confirm their IBDP Placement and ***DP Learning Plan*** in writing by March of their Grade 10 school year. The confirmation letter should also be signed by the student's parents or legal guardian. All DP students will be required to sign an ***Academic Integrity Contract*** during their first week of classes.

External Applicants: ASM will consider applications from external candidates to the two-year Diploma Programme. Applications will be assessed after submission of the required data listed above and after completion of the IBDP Writing Prompt and the Student Interview. The School will consider applications until all spots are filled. External applicants are encouraged to apply early.

Requirements to allow registration in four (4) higher level subjects:

- Having consistently attained a grade letter of A in all of the four chosen subjects
- Demonstrating solid academic standing in all areas of the curriculum
- Excellent attendance record
- DP Coordinator approval



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- Positive Recommendation Letter from the teacher (4th higher level class teacher)

CAMPUS VISIT

Campus tours can be scheduled between 9:00 AM and 4:00 PM on weekdays. To book a tour, please email or call us in advance. You can find contact us through our school website if you [CLICK HERE](#).

Address American School of Marrakesh Admissions Office Route de Ouarzazate Km 9 Marrakech, 40000 Morocco	Contact Information Tel: +212 (0) 524-329-860 Fax: +212 (0) 524-329-862 E-mail: admissions@asm.ac.ma
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A. ACADEMIC INTEGRITY

(Developed by the leadership team and the IBDP Coordinator with input from all staff and faculty)

IMPORTANT NOTE

This policy must be communicated to all students, parents and staff and faculty throughout the school year. All students must acknowledge receipt of the policy in writing.

This policy is associated with the School's Mission Statement, Admissions Policy, Character Education Pillars, Assessment Policy, Student & Staff Code of Conduct as expressed in the School's Handbooks, and the Middle States Association (MSA) Standards for Accredited Schools.

Complete compliance must be observed at all times by all stakeholders.

This policy is informed by the School's foundations documents as well as several key IB documents.

"We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences." (IB Learner Profile)

We trust our students to act with honesty and integrity at all times, and we will support them to the best of our ability so that they make appropriate decisions that are grounded in the School's ethos and code of conduct. This policy sets out acceptable behavior regarding academic integrity and helps students understand the importance of honesty and integrity. By promoting ethical practices and behaviors regarding learning, students are able to continue to build character and develop into responsible life-long learners just as set out in our mission statement.

If a student breaks that trust, there will be fair and consistently enforced consequences. Academic integrity is a school culture that should be embraced and promoted by all stakeholders.



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All staff and faculty members are responsible for reporting any incidents of academic misconduct to the student's Division Principal.

Academic Misconduct

Cheating, copying, plagiarizing, passing notes, talking during tests and receiving unauthorized help are all considered serious infractions, which may result in suspension. One of the most serious breaches of academic integrity is plagiarism: the passing off of another person's ideas, overall argument, or actual words as one's own work. In schools and colleges, plagiarism can lead to dismissal or expulsion, not only because it signifies a failure to complete one's own assignments, but mainly because it undermines the academic integrity, trust, and honesty within the educational community.

Plagiarism

The most common forms of plagiarism are:

- using actual words from an article or critical source without giving credit
- paraphrasing the ideas of an authority without giving credit
- blending one's own ideas with those from an outside source without giving credit
- submitting all or part of a computer program written or designed by someone else

Students are responsible for giving due credit to the source of ideas in a footnote or in an explicit written reference. They should always provide full citation information (identifying the source of the ideas or words) for any material from the Internet, discussion lists, online databases or other online resources. Software, many music and image files on the web, text on websites and Internet databases are copyright protected, and permission from the author may be needed in order to use the work.

When in doubt about the appropriate use of a source or about methods of incorporating outside ideas, students should consult with their teacher(s) or with the ASM librarian. A detailed statement on plagiarism is included in class syllabi.

SANCTIONS



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When a student is found guilty of academic misconduct, the following progression of sanctions will be followed by the appropriate Division Head. ***In addition to loss of credit (partial or full) for the assignment/exam in question***, a combination of consequences could be assigned depending on the severity of the incident:

First Offense	<p>One or more of the following sanctions to be assigned based on the severity of the incident:</p> <ul style="list-style-type: none"> • Verbal Warning • Warning Letter - Teacher notifies the parents of the plagiarism process, and date/time for student meeting. • Student meets with the teacher for a mandatory intervention and correction session. • Once the meeting takes place, the student may rewrite the work for up to 70% credit. Failure to meet with the teacher will result in a grade of 0%. • Student Reflection • Presentation on Academic Honesty to other classes • In-School Suspension (Up to 1 day)
Second Offense	<p>A combination of the following sanctions to be assigned based on the severity of the incident:</p> <ul style="list-style-type: none"> • Warning Letter - Teacher notifies the parents of the plagiarism process, and date/time for student meeting. • Student meets with the teacher for a mandatory intervention and correction session. • Once the meeting takes place, the student may rewrite the work for up to 70% credit. Failure to meet with the teacher will result in a grade of 0%. • In-School Suspension (from 1 to 3 days) • Written Reflection & Student Presentation to other classes • Academic Probation



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Third Offense	<p>A combination of the following sanctions to be assigned based on the severity of the incident:</p> <ul style="list-style-type: none"> • Warning letter • Out of School Suspension (from 1 to 5 days) • Loss of credit for the assignment/exam (0% score earned) • Academic Probation • Loss of privilege to represent ASM during internal and/or external events • Failing grade for the course(s) concerned • Disciplinary Committee Review
<p>Further Incidents of Academic Misconduct</p> <p>OR</p> <p>Major incidents involving falsification, stealing and distribution of exam papers, academic fraud, etc.</p>	<p>Disciplinary Committee to meet to review all incidents and to decide on appropriate consequences:</p> <ul style="list-style-type: none"> • Long-term suspension • Long-term academic probation • Academic Probation • Course(s) credit(s) denied • Permanent removal from ASM

All incidents of academic misconduct must be documented on the *student information system*. The student's parents must be informed of any and all incidents involving academic misconduct. Students who are facilitating academic misconduct, directly or indirectly, will also be subject to the above-listed consequences.

INVESTIGATING ACADEMIC MISCONDUCT

When the school becomes aware of an incident of academic misconduct, the appropriate Division Head is responsible for investigating the incident in accordance with the School's academic integrity policy.



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The following steps are to be taken immediately:

- 1) Interview the student(s) concerned and collect individual statements
- 2) Collect witness statements
- 3) Obtain written report from all teacher(s)/instructional staff who are concerned
- 4) Analyze information gathered including the student's work
- 5) Consult with the appropriate offices if applicable
- 6) Decide on and implement appropriate sanctions
- 7) Inform all parties concerned including the student's parents
- 8) Document incidents on the School's student information system
- 9) Inform the Head of School of all incidents of academic misconduct.

Academic misconduct during internal assessments

ASM will follow the process documented above to investigate incidents of academic misconduct during internal assessments and examinations. Consequences will be decided by the appropriate Division Head following the progression listed above. For repeated offenses or for major incidents of academic misconduct, a disciplinary committee (on call) will convene to review the case and issue a detailed recommendation regarding the incident. Working in collaboration with the Division Head, the Head of School takes the committee's recommendations under consideration for the final decision and the Division Head implements the decision. The decisions are final and may not be appealed.

Academic misconduct during external examinations

For all external assessments (including IB internal assessments that are externally moderated), ASM will investigate and report incidents of academic misconduct to the International Baccalaureate Organization. If a student is found guilty of academic misconduct, consequences will apply as stated in the IBO Academic Integrity Policy (2019). Students and families must also read and be familiar with the IB Academic Integrity Policy. A link to the policy will be provided to all DP students and families each year.

Forms of Academic Misconduct



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- Plagiarism
- Peer Plagiarism
- Collusion
- Duplication of Work
- Falsification of Data
- Possession of unauthorized material during an examination
- Disruptive behavior during an examination
- Exchange of information (verbal and/or written) during an examination
- Removal of exam materials from the examination room
- Failing to report an incident of academic misconduct
- External assistance during an examination (using electronics or other)
- Interfering with an academic misconduct investigation
- Providing misleading information regarding academic misconduct intentionally
- Forgery or falsification of grades

This list is not exhaustive. Any other behaviors determined to be a form of academic misconduct will be dealt with strictly in accordance with the school's academic integrity policy and in also in full compliance with the IBO Academic Integrity Policy.

RESOURCES TO SUPPORT IMPLEMENTATION

DP Coordinator

The DP Coordinator leads communication and awareness activities regarding academic integrity. At the beginning of each school year, s/he distributes a copy of the School's Academic Integrity Policy to all stakeholders: students, parents, staff, and faculty. A mandatory student session is to be organized every year to go over the expectations regarding academic integrity. All students are required to sign a copy of the academic integrity policy. The DP Coordinator urges all teachers to use the school's turnitin license to check students' assignments for plagiarism whenever it is applicable. Frequent and consistent communication regarding academic integrity will be disseminated throughout the school year. It is everyone's responsibility to support the promotion of academic honesty and the creation of a school culture that upholds the ethos of the school.

Teachers



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Teachers can support their students by:

- ensuring that students have a full understanding of the expectations and guidelines of all subjects
- ensuring that students understand what constitutes academic misconduct and its possible consequences
- planning a manageable workload so students can allocate time effectively to produce work according to IB's expectations
- giving feedback and ensuring students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides
- ensuring that all student work is appropriately labelled and saved to avoid any error when submitting assessment to the IB
- developing a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion
- responding to student academic misconduct and supporting the school's and IB's investigations
- responding to school maladministration and supporting the school's and IB's investigations.

IBO. Academic Integrity. page 14

Students

Students can be active participants in creating a school culture that values academic honesty by:

- having a full understanding of their school's and the IB's policies
- responding to acts of student academic misconduct and reporting them to their teachers and/or programme coordinators
- responding to acts of school maladministration and reporting them to their teachers and/or programme coordinators
- completing all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities
- giving credit to used sources in work submitted to the IB for assessment in written and oral materials and/or artistic products
- abstaining from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites
- abstaining from giving undue assistance to peers in the completion of their work



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- showing a responsible use of the internet and associated social media platforms.

IBO. Academic Integrity. page 16

Parents

Parent can support their children and the school by:

- understanding IB policies, procedures and subject guidelines in the completion of coursework or examination papers by their children
- supporting their children's understanding of IB policies, procedures and subject guidelines
- understanding school internal policies and procedures that safeguard the authenticity of their children's work
- supporting their children in planning a manageable workload so they can allocate time effectively
- understanding what constitutes student academic misconduct and its consequences
- understanding what constitutes school maladministration and its consequences
- reporting any potential cases of student misconduct or school maladministration to the school's directorate and/or the IB
- submitting only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children
- abstaining from giving or obtaining assistance in the completion of work to their children.

IBO. Academic Integrity. p. 17-18

Resources & Software:

- **Turnitin.com:** ASM teachers use Turnitin.com consistently to check students work for plagiarism
- **Library:** the ASM library provides resources for appropriate citation.
- **Google Classroom Originality Reports:** a feature available through the School's G Suite License that our teachers use consistently.
- **MLA Citation:** A uniform agreed-upon reference style used throughout the ASM high school.

Key Terms and Definitions



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- **Bilingual Diploma:** A bilingual diploma is awarded to candidates who complete and receive a grade 3 or higher in two languages selected from the DP course studies in language and literature.
- **External Assessment:** These assessments are graded by trained IB examiners. External assessments include the written IB exams (papers) taken by the student at the end of a DP course, normally in their second year of the Diploma Program.
- **Higher Level (HL):** HL courses are taught over two years and include a rigorous study of the course material. These courses allow students to explore areas of interest within the subject in greater depth when compared to SL.
- **Standard Level (SL):** SL courses ensure students are exposed to a range of disciplines that they might otherwise opt out of. These courses are designed to be taught over two-years, with some exceptions. SL exams (papers) are slightly shorter compared with HL exams (papers).
- **IB Exam Results:** IB exams, whether they are Higher Level (HL) or Standard Level (SL), are graded between 1-7, with 1 being the lowest and 7 being the highest level. The IB Diploma is awarded to students who gain at least 24 points, subject to certain minimal levels of performance including successful completion of the three essential elements of the DP core (TOK, EE, CAS)
- **Internal Assessment (IA):** An IA is an individual assessment evaluated by the subject teacher with an IB assessment rubric and criteria focused on the subject being evaluated. Alongside the marking rubric and criteria, samples of the student work (oral performances, portfolios, lab reports, and essays) are also submitted to the IB.
 - **Descriptors:** These are course-specific expectations or criteria included in the marking rubric for performance evaluation used by the teacher. They exist in every subject for marking to be within the IB parameters while grading the IAs.
 - **Moderation:** This is the process of evaluation for internal assessments (IAs) used by an appointed IB assessor. Moderation ensures that the IB's reliable global standards are maintained at all IB World Schools.



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- **Predicted grades:** These are submitted scores that teachers believe each student will achieve on their DP exam in a given subject.
- **Academic integrity:** Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.
- **School maladministration:** The IB defines school maladministration as an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination.
- **Academic malpractice/misconduct:** The IB defines student academic misconduct as deliberate or inadvertent behavior that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behavior that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen.
- **Plagiarism:** The IB defines plagiarism “as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment”

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C. INCLUSION POLICY

(Developed by the Learning Support Department with input from the Leadership Team and all staff and faculty)

Philosophy

The American School of Marrakesh is committed to creating an inclusive and welcoming educational environment where students feel supported, encouraged, independent, and appreciated. ASM believes in equitable access to the Diploma Programme for all students. Working with students and their parents, our team will assist and guide students throughout their DP programme journey.

Purpose of this Document:

- Describe the School's philosophy with regards to inclusion.
- Clearly outline the process ASM has adopted for identifying, supporting and assessing DP programme students.
- Explain the support services available to students.
- Clearly outline the different roles and responsibilities engaged for the successful implementation of the School's Inclusion Policy.

Vision

Through a Response to Intervention model, the Learning Support Department strives to assist students to become independent learners. The department adopts a multi-tiered approach to the early identification and support of students with learning and behavior needs in collaboration with ASM staff and families. We expect to move all students toward greater engagement, academic success, and social and emotional growth by providing high-quality, differentiated instruction.

Process

IB Principles of Inclusive Education

The IB supports the following principles of an inclusive educational environment where:



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1. Education for all is considered a human right.
2. Education is enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth, and overall development and growth for every student.
3. Every teacher is responsible for the education of all students.
4. Learning is considered from a strength-based perspective.
5. Learning diversity is valued as a rich resource for building inclusive communities.
6. All learners belong and experience equal opportunities to participate and engage in quality learning.
7. Full potential is unlocked through connecting with and building on previous knowledge.
8. Assessment provides all learners with opportunities to demonstrate their learning, which is rewarded and celebrated.
9. Multilingualism is recognised as a fact, a right, and a resource.
10. All students in the school community fully participate in an IB education and are empowered to exercise their rights and accept their responsibilities as global citizens.
11. All students in the school community have a voice and are listened to so that their input and insights are taken into account.
12. All students in the school community develop the IB Learner Profile attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
13. Diversity is understood to include all members of a community.
14. All students experience learning as a key component of success.

Inclusion at ASM

All staff at ASM aim to support a variety of student needs. These needs include:

- Learning Disabilities
- Gifted and Talented
- ELL needs
- Social-Emotional Needs (SEL)

The inclusive classroom at ASM is a place where students feel valued, are engaged in their academics, are moving toward independence, and feel safe and secure. In order to achieve this, ASM teachers provide to students:



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- Open and respectful communication
- Opportunities for students to advocate for their needs
- A variety of methods to meet the different learning styles and needs of their students
- Flexible and cooperative student work groups
- Instruction and assessment differentiation
- Support for students in their classrooms with appropriate activities and guidance
- An emotionally and physically safe environment for learning
- Clear and consistent routines
- Clear expectations
- Accommodations to help students with mild to moderate learning needs to access the curriculum as recommended by the Learning Support Specialist on a case by case basis.
- Modifications to the curriculum for those students with significant learning difficulties as recommended by the Learning Support Specialist on a case by case basis.

Additionally, all staff at ASM recognize:

- Students have different educational and learning needs, abilities, profiles, and aspirations.
- Differentiation and scaffolding promote effective learning.
- Students gain knowledge and skills at different rates through different means.
- All students are capable and unique.
- Students and staff are lifelong learners.
- The importance that ASM is welcoming to all students and their families.

In order to support all teaching staff regarding inclusion, its value, and its implementation, professional development training from the Learning Support Program on inclusive practices and differentiation are delivered during staff orientation week and Wednesday afternoon workshops as well as through other types of professional development (both internal and external) geared towards supporting inclusion and Response to Intervention (RTI) in ASM classrooms.

In order to support students and families seeking to enroll in the Diploma Program (DP), the ASM Learning Support Program will, at enrollment, advise parents of the rigorous program requirements. Furthermore, students will be scheduled for MAP testing in English, Math, and Science; to ensure appropriate course placement At ASM, the Learning Support Program functions as the umbrella service coordinator for all students requiring extra support. The primary goal of the Learning Support Program is to ensure that the needs of all learners are



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identified and accommodated for. The Learning Support Program consists of a Learning Support Coordinator, a paraprofessional, and teaching assistant. The role of the Learning Support Coordinator is to administer the program, case manage students, provide professional development, and co-teach where applicable. The paraprofessional provides push-in and pull-out support for students, helps in translation, assists the facilitation of meetings, assists in documentation and paperwork related to the Learning Support Program, and assists teachers in differentiation and inclusion strategies. The teaching assistant provides push-in support and assists teachers in differentiation strategies.

Through the Response-to-Intervention (RTI) system utilized at ASM, staff continually gather information about a student's academic performance and behavior under increasingly intensive levels of instructional support. This data includes quarterly benchmarking results, MAP test results, progress monitoring, behavior and attendance reports, grades, and anecdotal observations. These data points are used as part of the process to determine whether a student has a learning disability and is eligible for disability services at ASM. The eligibility process consists of three steps: Referral, Evaluation and Determination of Eligibility.

ASM inclusive practices in identification, assessment, and support of students are as follows:

1. The American School of Marrakesh supports the practice that student diversity of all kinds should be included as a resource, seeing individual differences as opportunities to enrich the school culture and learning.
2. The American School of Marrakesh supports the practice that diversity is a resource in regard to what it means to be internationally minded and inter-culturally aware.
3. The American School of Marrakesh supports the practice that collaborative planning by all teachers who are part of a student's education is essential in supporting students with difficulties.
4. The American School of Marrakesh supports the practice that the school and parents must work collaboratively to ensure that students with learning support requirements are able to progress.

Referral Process

ASM utilizes a multi-tiered response to meeting diverse student needs that requires the initial use of classroom and school resources before referring the student to an outside provider. When a student is moved from Tier 1 (universal supports utilizing high quality instruction following the Universal Design for Learning/UDL approach) to Tier 2 supports, classroom differentiation and/or Learning Support push-in services will be provided. Student progress will be consistently



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monitored by teachers and Learning Support staff as part of the early identification process.

In a differentiated classroom at ASM, teachers:

- Differentiate content: content differentiation varies what is taught and how it is taught.
- Differentiate process: process differentiation involves providing students with varied opportunities to process or make sense of the content.
- Differentiate product: product differentiation involves allowing students to show, in varied ways, what they know, understand and are able to do.

ASM best practices in differentiated classrooms include:

1. Affirming identity and building self-esteem.
2. Valuing prior knowledge.
3. Meaningfully assessing existing knowledge, strengths, and interests.
4. Recognizing that there may be gaps or overlaps in learning.
5. Consistently utilizing individual student needs and data to inform teaching and learning.
6. Explicitly activating students' prior understanding to promote new skill acquisition..
7. Taking into account prior learning when designing, differentiating, and planning for instruction..
8. Scaffolding: A strategy that enables learners to accomplish a task that would otherwise be more difficult to complete. It may include: graphics, visual aids, demonstrations, dramatization, small, structured collaborative groups, teacher language, use of native language or best language to develop ideas and initial plans.
9. Extending learning by combining high expectations with numerous opportunities for student-centered practice and interaction with cognitively rich materials and learning experiences.

When a student does not respond adequately to supplemental differentiated instruction (i.e, Tier 2 interventions with increasing support), staff are asked to complete a Learning Support referral (please see the ASM Learning Support Referral Process Addendum). Parents may also refer their child if a completed evaluation exists or they have concerns regarding their child's progress. Learning Support then meets with parents, classroom teacher/s, and when applicable the student as a Student Assistance Team to review the student's performance data and to determine



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whether an evaluation is needed or if a student's performance is related to mitigating factors.

In regard to students needing ELL support, students are provided with push-in classroom support and supplemental academic instruction as a result of recent ASM "Intro Program" completion or via identification during the admissions process. ASM students requiring ELL support are provided with inclusive classroom based supports regardless of English language proficiency.

Evaluation Process

The first step of the evaluation process is to rule out mitigating factors that could account for a student's performance, and, in turn, to indicate whether the student does in fact have a learning disability. Factors to rule out include:

1. A lack of appropriate instruction
2. Vision or hearing loss
3. A low level of English proficiency
4. An environmental or cultural disadvantage
5. Low motivation
6. Situational trauma

Once mitigating factors are ruled out, the Learning Support Coordinator will meet with the student's parents to inform and encourage them to obtain an outside evaluation (psycho-educational, speech/language, etc.) from a licensed provider. ASM Learning Support maintains a list of outside providers and can help facilitate appointments should families require it. Examples of outside evaluations requested by ASM Learning Support can include:

Assessment	Purpose
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<ul style="list-style-type: none">● Intelligence testing (WISC V)● Adaptive behavior scales to assess communication, daily living skills, socialization, and motor skills● Psycho-educational evaluations● Academic aptitude testing (Woodcock-Johnson)	To eliminate intellectual and developmental disabilities as a cause of learning problems
<ul style="list-style-type: none">● Speech and language screening	To eliminate speech or language impairments as a cause of learning problems
<ul style="list-style-type: none">● Behavior checklists (parent and teacher)	To eliminate an emotional or behavioral disorder as a cause for academic failure

Determination of Eligibility Process

Upon receipt of the completed outside evaluation, the Learning Support Coordinator will hold a Student Assistance Team meeting (parents, teacher/s, student if applicable, outside provider whenever possible, and divisional administration) to determine eligibility and to draft and develop a Learning Plan or Confidential Student Summary (recommended accommodations and modifications) based on the student's needs, disability category, and provider recommendations. Learning Plans for Diploma Program students will be developed and written in accordance with IB policies and guidelines.

With the consensus of the Student Assistance Team, the student will either be accommodated at ASM or external support will be provided. If mitigating factors are found to be at cause, the ASM Learning Support and Counseling Department, in conjunction with staff, will ensure the necessary supports are put in place for the student (ELL support, counseling, extra classroom support, etc.).



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Confidentiality & Documentation

ASM Learning Support treats all information about students as confidential. Any communication regarding a student's Learning Support status will be retained within their electronic file, access to which is restricted to the Learning Support Coordinator and Senior Administration. Data retained by ASM Learning Support on any student will be kept confidential. Only with parent/guardian permission will information and/or recommendations be communicated to the teachers and staff directly responsible for the education of the student. It is the responsibility of the Learning Support Coordinator to create, update, and maintain all documentation of student referrals, learning plans, confidential student summaries, outside evaluations, and meeting notes. All documentation will be scanned and stored electronically. All Learning Support student records will be stored electronically for a period of 7 years.

Pre-existing IEPs/Learning Plans and Evaluations

In cases where an incoming ASM student has an evaluated learning disability or a completed outside evaluation and this is discovered through the ASM admissions process, the Learning Support Coordinator will meet with parents to authorize access to a copy of the evaluation and permission to contact the outside evaluator. The Learning Support Coordinator will hold a Student Assistance Team meeting to draft a Learning Plan and communicate recommended accommodations and modifications to staff who work directly with the student. All Learning Plans for Diploma Program (DP) candidates will be written in accordance with IB policies and guidelines.

Gifted & Talented

At ASM, the term "Gifted and Talented" includes a student's high ability in one or more of the following areas:

- General intellectual ability or talent
- Specific academic aptitude
- Visual arts and performing arts

A student could be identified as "Gifted and Talented" based on existing school data and cumulative file information, teacher identification, and parent provided documentation from external sources (i.e. pre-existing evaluation). When a student is identified as being "Gifted and Talented", teachers are asked to differentiate/compact their instruction to meet the needs of the student. At ASM, "Gifted and Talented" students are mainstreamed in the general education using differentiation (i.e. compacted curriculum) for deeper rigor and challenge. The Learning



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Support Department will collaborate with parents in identifying avenues for these students to further develop their talent/s and continue to hone their skill/s.

Learning Support Services

When a student is identified as needing Learning Support services, the student's individual needs and requirements are considered on an individual basis.

Students requiring Learning Support Services may:

- Display difficulties or live with conditions that hinder learning and will need differentiated teaching strategies for classroom management and academics.
- Display a higher than average aptitude in one or more subjects that requires differentiation and extension of the curriculum.
- Have the aptitude to meet all curriculum and assessment requirements but require support to reach their full potential in learning and assessment.
- Require support to access learning opportunities including planned strategies to access instruction and inclusive assessment arrangements to access assessment.

Disabilities of ASM students that require Learning Support Services may include:

- Autism spectrum/Asperger's syndrome
- Learning disabilities
- Medical conditions
- Mental health issues
- Multiple disabilities
- Physical and/or sensory challenges
- Social, emotional and behavioral difficulties
- Specific learning difficulties
- Speech, language and/or communication difficulties

Learning Support services at ASM include an umbrella of services as part of the RTI process in order to ensure that all stakeholders are included, informed, and trained in best practices for inclusive practices at ASM and to ensure that all Learning Support services provided to students are based on individualized student needs. Direct services provided to students are based on



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their individual learning needs and adjusted through the progress monitoring process.

- **Staff Professional Development:** The ASM Learning Support Coordinator provides ongoing whole school, grade level, and individual staff professional development in the areas of Response to Intervention (RTI), Multi-Tiered Systems of Support (MTSS), Differentiation Strategies, Gifted and Talented Support, Disability Awareness, Social Emotional Learning (SEL), Inclusion Strategies, and Sheltered Instruction Observation Protocol (SIOP) strategies for ELL students.
- **Family Information Sessions:** The ASM Learning Coordinator provides information to families seeking advice on supporting their students both academically and behaviorally. These sessions also include awareness on the referral process as well as the Learning Support program at ASM.
- **Co-Teaching:** When requested by staff members, the Learning Support Coordinator is available for co-teaching as well as classroom Social Emotional (SEL) lessons for students.
- **Social Emotional Learning (SEL) Instruction and Professional Development:** ASM has classroom based Social Emotional (SEL) curriculums in place for grades 1-12. The ASM Learning Support Coordinator provides ongoing classroom SEL instruction (where requested) and professional development to staff and individualized SEL instruction to students (when requested through the Student Assistance Team).
- **Push-In Support:** Utilizing ASM support staff (trained paraprofessional and teaching assistants) classroom based support is available PreK-12.
 - **Push-In Support in the Lower School** is typically the first response to supporting students with learning needs. The Learning Support Paraprofessional or Teaching Assistant helps the teacher in differentiating lessons and supports students by teaching and coaching the development of skills for identified needs such as attention, behavior, motivation, and collaboration in line with the student's Learning Plan. In the PreK classes, Push-In Support can also be provided to help students who need assistance in achieving developmental progress. These services also include ELL students, students in the referral process, and monitored students.



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- Push-In Support in the Upper School is put in place where students need individual or small group support in specific areas of the curriculum. The Learning Support Coordinator or Learning Support Paraprofessional collaborates with the subject teacher to develop differentiated or modified learning targets and/or assessments to support individual students' needs in line with the Individual Learning Plan.

These services also include ELL students, students in the referral process, and monitored students.

- Small Group or Individual Pull-Out Interventions: If determined by the Student Assistance Team, individual students or a small group of students requiring Tier 3 interventions are pulled out for specific academic skill remediation using a research-based curriculum for cycles of 6 weeks. Benchmarking (pre, during, and post intervention) data is monitored and provided to required staff and parents at the end of each intervention interval. Additionally, ASM may determine that a student requires an individual assistant when a student is unable to meet curriculum standards without modifications to the curriculum and without the on-going system of support that has been provided through the RTI process.
- Study Skills Sessions: Learning Support staff are available daily after school to provide ASM students receiving Learning Support Services with direct study skills instruction, homework help, and remedial lessons.
- Referral to outside resources and entities for parents of Gifted and Talented Students.
- Small group and individual counseling services provided by the ASM Counseling Department.
- Social Emotional Learning sessions on self-advocacy and independence for all students receiving Learning Support services at ASM (available upon parent, teacher, student request, or as needed).



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Inclusive Assessment Arrangements

Assessments at ASM are differentiated according to the Student Assistance Team recommendations, requirements of the outside testing agency (in the case of MAP, SAT, and AP testing), and the ASM Handbook. All ASM teachers are expected to ensure they provide all students with differentiated assessment through utilizing the Universal Design for Learning (UDL) instructional planning approach as well as completed ongoing assessment. This is via benchmarking, pre-assessment, and formative assessments in order to better understand how they can provide the opportunity for all of their students to demonstrate their learning on summative assessments.

To qualify for testing accommodations through the Learning Support Program, a completed evaluation from a licensed outside provider, not older than 2 years, must be provided to the school. ELL students are accommodated per the Northwest Evaluation Association (NWEA) guidelines for MAP testing and granted additional time on classroom based tests in collaboration with teachers.

Diploma Program (DP) students at ASM will be granted inclusive assessment arrangements in accordance with the current IB policies and guidelines. No special arrangement will be done without the required documents and only the IB is authorized to allow “assessment access requirements”. All requests made by ASM for inclusive assessment arrangements will be submitted to the IB six months prior to an examination session.

Assessment accommodations for classroom based and outside assessments typically include:

- Modification to exams in length or presentation
- Extension to classwork deadlines
- Clarification of test and classwork directions
- Additional time/frequent breaks
- Small group testing in a separate location
- Information and communication technology
- Scribe and transcription
- Readers for testing



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Progress Assessment

In order to ensure that students receiving Learning Support Services at ASM are making adequate progress, a variety of processes and data points are utilized:

- ASM Learning Support and the Student Assistance Team hold tri-yearly or as needed meetings for all students with a Learning Plan or Confidential Student Summary.
- Accommodations and modifications are adjusted as needed per student performance and outside provider recommendations.
- Data points such as behavior referrals, attendance, grades, benchmark assessments, MAP test results, and individual learning targets are assessed at the beginning, middle, and end of each semester for all students receiving Learning Support Services, in referral, or in monitored status.

ASM students receiving Learning Support Services are not tiered, it is their interventions that are tiered (please see the ASM RTI Addendum). Whether a student receives services due to an evaluated disability, ELL needs, or is a student in referral, they move from intensity and duration of services under the RTI model based on their individual needs. After (2) consecutive school years of consistent growth in all data areas, Learning Support students are placed in monitored status where they may not be receiving the continued direct support, but their data is continually being monitored and meetings are held as needed to ensure they are continuing to excel.

Students with evaluated disabilities may be placed on monitored status, but the Learning Plan process and continual updates of evaluations are required. Removal from Learning Support monitored status (services exit) only applies to students who receive Learning Support services without an evaluated disability, who demonstrate consistent growth across areas, and in conjunction with parental agreement.

All students receiving Learning Support Services in the Diploma Program (DP) will be continually monitored and accommodated at ASM as part of the RTI process and in accordance with IB policies and guidelines.

All staff at ASM are dedicated to celebrating individual student learning successes and targets for all students. These include individual recognition at the classroom and grade level as



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provided by ASM academic and social emotional/character education award ceremonies as well as grade level graduation ceremonies. Students in the Diploma Program (DP) will have their successes celebrated based on their individual Learner Profile targets, IB exams success, and through completion and graduation from the Diploma Program (DP).

Responsibilities:

Teachers:

- All teachers are inclusion teachers.
- Make use of the resources made available through the IB .
- Staff will be active in reporting potential learning difficulties to the Learning Support Coordinator and their Divisional Administrator.
- Teachers will ensure they are providing accommodations and modifications for Learning Support students as provided for in their Confidential Student Summary.

Leadership:

- Divisional Administrators will notify the Learning Support Coordinator of any student that is showing a significant academic or behavioral delay.
- Divisional Administrators will attend Learning Plan meetings for students in their division.
- The Leadership Team will coordinate with the Learning Support program in regards to students requiring special assistance.

Parents:

- Parents will be actively involved in their student's development and learning.
- Parents will inform the Learning Support Coordinator if they suspect that their child is in need of assistance or has an existing / identified area of concern.
- Parents will be actively involved in Student Assistance Team meetings.
- Parents must give consent prior to Learning Support services being given.



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Students:

- Students will actively be involved in their development and learning.
- Students in the Diploma Program will take an active role in understanding the accommodations and modifications available to them.
- Students will take advantage of the accommodations and modifications available to them.

Diploma Program Coordinator:

- The DP Coordinator will actively coordinate with the Learning Support Program to ensure that DP candidates who require accommodations and modifications are being given those opportunities.
- The DP Coordinator will work to ensure that the ASM Inclusion Policy is known and understood by all staff and leadership at ASM.

Learning Support Team

- Learning Support TAs and Paraprofessionals will actively support students requiring accommodations and modifications during push-in services.
- Learning Support staff will work closely with teachers and staff to ensure they understand a particular student's needs and accommodations or modifications.
- The Learning Support Coordinator will coordinate all policy, documentation, and meetings in a timely manner for parents, staff, and administration.
- The Learning Support staff will work to ensure that the ASM Inclusion Policy is known and understood by all staff at ASM.



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Glossary of Terms

Term	Meaning
Response to Intervention (RTI)	A multi-tier approach to the early identification and support of students with learning and behavior needs.
Multi-Tiered System of Supports (MTSS)	An instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction.
Social Emotional Learning (SEL)	The process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
Measure of Academic Progress (MAP)	MAP® Growth™ measures what students know and informs what they're ready to learn next by dynamically adjusting to each student's performance
Learning Plan	A tool to help plan, teach, monitor and evaluate a particular student's progress.
Confidential Student Summary (CSS)	A document provided to school staff listing an individual student's accommodations and modifications.
English Language Learners (ELL)	Students identified as requiring additional assistance in achieving English language proficiency.



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Universal Design for Learning (UDL)	A way of thinking about teaching and learning that gives all students an equal opportunity to succeed.
Sheltered Instruction Observation Protocol (SIOP)	A research-based and validated instructional model that has proven effective in addressing the academic needs of English learners.

References and Adaptations:

- IBO (2004) Mission statement, International Baccalaureate Organization.
- IBO (2010) Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes.
- IBO (2013) Candidates with Assessment Access Requirements, International Baccalaureate Organization.
- IBO (2013) Meeting Students Learning Diversity in the Classroom, International Baccalaureate Organization.
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- IBO (2015) What is an IB Education?, International Baccalaureate Organization.
- IBO (2016) Learning Diversity and Inclusion in IB Programmes, International Baccalaureate Organization.
- IBO (Nov, 2018) Access and Inclusion Policy in IB Programmes, International Baccalaureate Organization.
- NWEA (2020) Northwest Evaluation Association. www.nwea.org.
- Response to Intervention Network (2020), www.rtinetwork.org.
- CAL (2020) Center for Applied Linguistics. www.cal.org.
- International School of London (2018/2019). Learning Support SEN Policy.
- Fridley Public Schools (2020). Inclusion Policy for Special Education Needs.



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D. ASSESSMENT POLICY

(Developed by the Leadership Team with input from the full DP Team and all staff and faculty)

Introduction

The following assessment policy serves as a guide for staff and faculty in conducting and implementing assessments at the American School of Marrakesh. The policy is based on best practice in assessment and builds on the institution's years of experience and organizational capacity to offer a solid implementation framework as well as guidance and support to all concerned stakeholders: students, parents and staff. The procedures and practices listed herein will guide our assessment practices at the American School of Marrakesh.

“Assessment can mean any of the different ways in which student achievement can be gathered and evaluated. Common types of assessments include tests, examinations, extended practical work, projects, portfolios and oral work.”

Assessment principles and practices—Quality assessments in a digital age. IBO, 2019.

Principles of Assessment

We, at the American School of Marrakesh, understand that effective assessments:

- improve and encourage student learning by providing effective feedback on the learning process and outcomes;
- inform planning and teaching;
- assess student understanding, knowledge and skills;
- are a continuous, ongoing process;
- are directly related to learning outcomes/curriculum standards;
- are criterion based;
- use a wide range of multiple strategies and tools;
- have clear criteria that are known and understood in advance;
- involve frequent opportunities for students to be assessed in authentic contexts; and
- engage the learner in the reflection of their learning.

We also believe that assessment should be:

- honest, accurate, fair and reliable;



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- modified or accommodated to suit different learning needs and styles;
- user-friendly for both teachers and students;
- cumulative, consistent and valid;
- clear, concise and as culturally neutral as possible;
- significant, engaging, relevant and challenging;
- positive and encourage growth;
- able to cover a broad spectrum of understanding, knowledge and skills;
- authentic to the task undertaken;
- regularly and accurately reported to students and parents.

Assessment Practices at ASM

Grading

To facilitate transparency in grading, teachers should record a minimum of two assessments of any type (homework, classwork, projects, quizzes, participation, tests, etc.) for every seven-day cycle of four or more classes. Classes meeting less frequently should follow the same ratio of assignments to class meetings.

Mid-Term and Final Exam make-ups will only be permitted in cases where 1) a student presents a verified medical certificate and a parent note or 2) in cases of extenuating personal or family circumstances, requiring a parent note which must meet the satisfaction of administration, preferably with advance notice. Early departure for holiday travel is not justified. Students with justified absences on exam days must schedule makeups on the pre-identified exam make-up days if possible. Students missing exams without justification will lose the opportunity to take the exam and receive a score of 0.

Grade Reporting

ASM follows a semester system. Student progress and performance is communicated in a variety of ways. Our reporting process includes the following:

PreK - 12 Reporting Scheme		
Semester	Reporting Tool	Approximate Date Completed
Semester I	Mid-Term Progress Reports	November



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	Fall Parent-Teacher Conference	November
	Semester I Reports	January
Semester II	Mid-Term Progress Reports	March
	Spring Parent-Teacher Conference	March
	Semester II Reports	June

In addition to the student progress reports and semester reports, students also receive a character education report at the end of each semester providing feedback on the extent to which our students demonstrate our values.

Report cards are given out at the end of each semester. Mid-term Progress Reports are also issued half-way through each semester.

IBDP Grading

The grading scheme in use for IBDP grades is from 1 to 7. The following chart provides a generic conversion scale from the IB grading scheme of 1-7 to the American grade system in use at ASM. ASM grades will be reported using the American grading system A to F.



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ASM IB Grade Conversion Chart

Letter Grade	% Equivalent	IB Grade	4.0 Scale
A+	97 – 100%	7	4.3
A	94 - 96 %	7	4.0
A -	90 – 93%	6	3.7
B +	87 – 89%	6	3.3
B	84 – 86%	5	3.0
B -	80 – 83%	5	2.7
C +	77 – 79%	4	2.3
C	74 – 76%	4	2.0
C -	70 – 73%	3	1.7
D+	67-69%	3	1.4
D	64-66%	3	1.3
D-	60 – 63%	2	1.0
F	0 – 59%	1	0.0 – 0.9

Each DP group follows a specific grade conversion scheme. Please check with your Diploma Programme Coordinator for ASM's detailed grade conversion scheme by subject area.



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Homework

Homework is meant as a way for students to reinforce what they have learned in the classroom. ASM believes that homework is of pivotal importance in reinforcing what students have learned in the classroom and in developing habits that are conducive to healthy and successful learning. Homework helps students understand and enhance their level of achievement in any given academic subject.

Here are a few benefits of homework for students and their families:

- Homework provides opportunities for extensions of learning and developing creativity
- Homework gives students another opportunity to review the class material.
- Homework teaches students about:
 - Time management and the setting of priorities
 - Taking responsibility for their part in the educational process
 - Working independently
 - The importance of planning, staying organized and taking action
- Homework helps teachers determine how well lessons are being understood by their students.
- Homework gives parents a chance to see what is being learned in school.

Homework Guidelines

Depending on their grade level, students will be assigned homework based on the following guidelines:

Recommended Homework Minutes Per Level	
KG3 - 1	10-15 minutes per day
Grades 2 – 3	20 - 30 minutes per day
Grades 4 – 5	40 - 50 minutes per day
Grades 6 – 8	60 - 90 minutes per day
Grades 9 – 12	90 - 180 minutes per day

No homework shall be assigned on weekends for Lower School students (except Independent Reading). This should be time for these young learners to “recharge their batteries” and be with their families.



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At the Upper School level, students are expected to spend time reviewing information, reading, writing and completing projects. Each teacher will provide students and their parents with written information regarding her/his homework policy for each class. No assignments will be scheduled over religious holidays or over winter and spring holidays.

Teachers will communicate among themselves to avoid giving more than one major test on the same day. They will do the same for major papers and projects.

Assignments prepared outside the classroom should reflect the work of the student. When a student collaborates with fellow students or receives assistance from a parent, tutor or other source, it is the student's responsibility to disclose such assistance to the teacher. If the teacher discovers that a student has not disclosed such assistance, the matter may be referred to the appropriate Division Principal as a breach of academic integrity.

Forms of Assessment

Initial/ Diagnostic assessment usually takes place at the start and is used to identify the current learning needs in order to provide appropriate support.

Formative assessment is developmentally appropriate and is ongoing throughout the course. It is used to give feedback and support to the learner on progress to date and to inform the learner of action to take to maintain or improve performance.

Summative assessment takes place at the end of a course and counts towards a final assessment decision. It is used to measure how much learning has taken place. It is a judgment on whether the learner has achieved all or some of the learning outcomes for a given level.

External Assessment (EA): These assessments are graded by trained IB examiners. External assessments include the written IB exams (papers) taken by the student at the end of a DP course, normally in their second year of the Diploma Program.

Internal Assessment (IA): An IA is an individual assessment evaluated by the subject teacher with an IB assessment rubric and criteria focused on the subject being evaluated. Alongside the marking rubric and criteria, samples of the student work (oral performances, portfolios, lab reports, and essays) are also submitted to the IB.



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- **Descriptors:** These are course-specific expectations or criteria included in the marking rubric for performance evaluation used by the teacher. They exist in every subject for marking to be within the IB parameters while grading the IAs.
- **Moderation:** This is the process of evaluation for internal assessments (IAs) used by an appointed IB assessor. Moderation ensures that the IB's reliable global standards are maintained at all IB World Schools.

IB Assessment Inclusion Policy

Assessments at ASM are differentiated according to the Student Assistance Team recommendations, requirements of the outside testing agency (in the case of MAP, SAT, and AP testing), and the ASM Handbook. All ASM teachers are expected to ensure they provide all students with differentiated assessment through utilizing the Universal Design for Learning (UDL) instructional planning approach as well as completed ongoing assessment. This is via benchmarking, pre-assessment, and formative assessments in order to better understand how they can provide the opportunity for all of their students to demonstrate their learning on summative assessments.

To qualify for testing accommodations through the Learning Support Program, a completed evaluation from a licensed outside provider, not older than 2 years, must be provided to the school. ELL students are accommodated per the Northwest Evaluation Association (NWEA) guidelines for MAP testing and granted additional time on classroom based tests in collaboration with teachers.

Diploma Program (DP) students at ASM will be granted inclusive assessment arrangements in accordance with the current IB policies and guidelines. No special arrangement will be done without the required documents and only the IB is authorized to allow "assessment access requirements". All requests made by ASM for inclusive assessment arrangements will be submitted to the IB six months prior to an examination session.

Assessment accommodations for classroom based and outside assessments typically include:

- Modification to exams in length or presentation
- Extension to classwork deadlines



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- Clarification of test and classwork directions
- Additional time/frequent breaks
- Small group testing in a separate location
- Information and communication technology
- Scribe and transcription
- Readers for testing

References

Assessment principles and practices—Quality assessments in a digital age. IBO, 2019.

Education Standards Authority, 2019:

<https://syllabus.nesa.nsw.edu.au/support-materials/effective-feedback/>

Guidelines for developing a school assessment policy in the Diploma Programme. IBO, 2010.

OECD/CERI International Conference “Learning in the 21st Century: Research, Innovation and Policy”: <http://www.oecd.org/site/educeri21st/40600533.pdf>

IBO. “Learning Diversity and Inclusion in IB Programmes.” International Baccalaureate, Jan. 2016,

<https://www.pghschools.org/cms/lib/PA01000449/Centricity/Domain/809/learning%20diversity%20and%20inclusion.pdf>.

IBO. “Meeting Student Learning Diversity in the Classroom.” International Baccalaureate, May 2013, www.thekfa.org.uk/wp/wp-content/uploads/2014/12/Meeting-Studentslearningdiversity_IB-Continuum-.pdf. IBO. “The IB Guide to Inclusive Education: a Resource for Whole School Development.” International Baccalaureate, 2018. IBO. “Using

E. LANGUAGE POLICY (PK-12)

(Developed by the Leadership Team with input from the language steering committee and all staff and faculty)

“A different language is a different vision of life.” Federico Fellini



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"One language sets you in a corridor for life. Two languages open every door along the way."

- Frank Smith

Purpose of this Document

- Support the School to fulfill its mission and vision regarding language learning
- Articulate the School's philosophy regarding language learning, consistent with IB expectations
- Empower and involve all stakeholders in the development of language learning at ASM
- Articulate the process for reviewing the School's language policy
- Describe the School's language profile

Language Learning Standards in IB Programmes

- The school places importance on language learning, including mother tongue, host country language and other languages.
- Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.
- Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.
- Teaching and learning demonstrates that all teachers are responsible for language development of students.
- The school develops and implements policies and procedures that support the programme(s).
- The school has developed and implements a language policy that is consistent with IB expectations.

From Language & Learning in IB Programmes

Language Philosophy

The American School of Marrakesh is a multilingual and multicultural community of learners. The ability to converse in several languages is a key aspect of our community. Educated



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Moroccan nationals speak several languages and aspire to educate their children in a multilingual and multicultural education environment.

At ASM, language is recognized by all members of staff as a tool used to connect self to the external world through knowing, learning, thinking, reflection, and expression. Through language, people learn to appreciate different cultures, human diversity, and the beauty of spoken and written languages. Students learn to develop cultural understanding and sensitivity towards others through learning other languages which in turn helps learners become internationally minded.

Language Learning: Overview

The language of instruction used to deliver the curriculum for all subjects outside of French, Arabic, and Spanish language courses at ASM is English. Students admitted to the school are taught the skills needed to become proficient readers, writers and communicators in the English language both for social interaction and academic success. Our Mission Statement clearly states that mastery of English is the desired goal of our program with the additional expectation of fluency in French and Arabic for all graduates.

Central to the curricular program at ASM is our world languages program. In support of our Mission and our Profile of the Graduate goals, world languages at ASM are core curriculum areas. Standard Arabic and French are taught in Grades KG1-12. In order to accommodate students' different and varying linguistic abilities in Arabic and French, ASM offers three ability levels at each grade level: beginners, standard and advanced. The world languages program is also supported through themed events and several other cultural activities and assemblies organized in Arabic and French.

Age- and grade-level appropriate proficiency in English is required starting in second grade. For new applicants to our school, ASM assesses proficiency using NWEA's Measures of Academic Progress (MAP). Students who are not proficient in English enter either our Elementary or Middle School Introductory Program. There is a self-contained multi-age English immersion program.



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Students attend the English Immersion Program for the core curriculum classes (English, Math, Science and Social Studies). Throughout the week, students join their peers in the regular program for Art, Music, Computer, Physical Education, Arabic and French. Students have the opportunity to socialize with their peers during recess, after-school activities, field trips, etc. The program is designed to allow students to learn English in a highly specialized environment, while also being able to integrate school life and socialize with their peers in the regular education program.

Aims & Objectives

- Focalize English language learning as the core language of instruction to ensure mastery of the language
- Foster an interest in language learning by introducing additional language learning in early education, starting at age 3.
- Support the development of second and third language learning by allocating time in each grade level's schedule for language instruction to ensure fluency is reached
- Stimulate and encourage children's curiosity about language and creativity through engaging activities
- Support the development of their first, second, and third language literacy, problem solving, intercultural and communication skills
- Promote best practice teaching with flexible delivery and a systematic purposeful curriculum
- Deliver high quality personalized learning, varied classroom activities and teaching materials in meaningful ways to engage learners
- Help develop international mindedness through language learning

School Language Profile

Medium of instruction: English (all core subjects excluding Arabic and French).

- A. English is the language spoken for all curricular areas except for Arabic and French instructional time. However, in our KG Program (designed for learners from the ages of two to five) students may use their mother tongue to reveal comprehension, and express



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their understanding and make connections to English words and concepts written in English. Some of our preschool teachers are multilingual and all teaching assistants speak French, Arabic, and English.

- B. In the Elementary School and in the Upper School students are required to speak English during instructional time and encouraged to use English during breaks and recess. The vast majority of our students are second or third language English learners. To help students gain mastery of the English language, we actively promote the use of English inside and outside of the classroom. For the most part our students' mother tongues are either French or Arabic so our focus on these two languages throughout our program is done specifically to ensure that fluency of the mother tongue continues to develop throughout our students' experience of an English focused program.
- C. In Morocco the languages spoken outside of our campus are Darija (a dialect of Arabic) and French. Our students are some of the only English language speakers in Morocco as the vast majority of local and private institutions use either French or Arabic or both French and Arabic as the languages of communication and instruction. Parents send their students specifically to our school for them to gain mastery of English whilst challenging us with the charge of maintaining and improving their mother tongue language(s) of French and/or Arabic.

French and Arabic Language Courses

At ASM, students are immersed in language classes for a significant amount of their school day. Both Arabic and French are introduced starting in KG1, at age 3.

Time Allocation

Levels	Arabic	French
KG1 to KG3	65 minutes x 2 a cycle	45 minutes x 3 a cycle
Grade 1-3	65 minutes x 4 a cycle	65 minutes x 3 a cycle
Grade 4 - 12	65 minutes x 4 a cycle	65 minutes x 4 a cycle



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- Students are streamed in both Arabic and French classes based on linguistic proficiency to ensure that a student's linguistic growth is effectively supported. In Arabic and French, we offer Advanced, Standard, and Special (for beginners) courses at all grade levels starting at the elementary level.
- The French language program follows the Common European Framework of Reference for Languages (CEFR), with an FLM track for native and near native French speakers.
- Language instruction at ASM emphasizes the integration of culture, history and identity (themed weeks, language assemblies, celebration of cultural and historical events, etc.)

Spanish Courses

Spanish is introduced at the Upper School Level as a third world languages option in preparation for IB Spanish. At the High School Level in Grades 9- 10th, Spanish is offered as an elective at a rate of 3 classes a cycle. Each class is 65 minutes long. Similar to the other world languages offerings, Spanish follows the CEFR language framework described above. In Grades 11-12 the IB Spanish Ab Initio Standard Level Course is offered at a rate of 3 classes a cycle. Each class is 65 minutes long

ASM Community

At ASM we function on campus in a multilingual environment due to our desire to stay true to the mother tongue languages of our student population as well as due to the Moroccan Ministry of Education requirements regarding the teaching of Moroccan language and culture. Critical and central to our instructional environment is the goal of mastery of English and this is articulated clearly in our Mission Statement and our Profile of a Graduate goals. Our desire to exit students out of our program fluent in both French and Arabic and to have mastery of English is specific to our location and the honoring of our student and parent population's mother tongues but also includes the community's desire for students to exit our program at a near native level of proficiency in English.

Due to the multilingual nature of the community most correspondences with our parent community are sent out in both English and French. On campus, during Parent-Teacher



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Conferences (PTC) for example, our bilingual teaching assistants support our English language teachers in all subjects, as needed, to communicate with the community. A significant portion of our parenting community cannot speak English and have opted to send their children to our school for them to learn a language they know will broaden their child(ren)'s prospects.

IB DP Language Courses to Be Offered

To support our Mission Statement and our Profile of a Graduate goals, ASM offers the following DP language courses:

Group 1:

1. English A Language & Literature SL/HL
2. French A Language & Literature SL

Group 2:

1. French B SL
2. Spanish ab initio SL

We are offering French as IB Language A to allow our students who are proficient in French or native speakers of French to earn the IB Bilingual Diploma. As we gain experience with the program, we plan to introduce a subject or two from the Sciences or from Individuals and Societies in French in the near future.

Language Policy Steering Committee

The American School of Marrakesh Language Policy Steering Committee comprises the Head of School, Assistant Head of School, IB Coordinator, Divisional Principals and Department Chairs of English, French, and Arabic.

Steering Committee Members / 2020-2021 Updated September 2022

Committee Member	Subjects/Departments
Claire Smith	English Head of Department



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Casey Asato	Head of School
Mouad Tijani	Assistant Head of School
El Mostapha kissami	World Languages Teacher
Amandine Lefort	French
Zenouba Abouelbenna	Learning Support Paraprofessional
Tariq Lahdour	PE and Health

References

IBO, 2014. Language and Learning in IB Programmes

IBO, 2008. Guidelines for developing a school language policy



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VI. DIPLOMA PROGRAM TEAM

Group 1	Claire Smith: English A Language and Literature HL
	Lynda Richards: English A Language and Literature SL
	Nathalie Laurence: French A Language and Literature SL
Group 2	Anass BahaEddine: Language Acquisition French B SL
	Mariangela Asato: Language Acquisition - Spanish ab initio SL
	El Mostapha Kissami: Language Acquisition - Spanish ab initio SL
Group 3	Norman Coady: Individuals & Societies - History SL/HL
	MacKenzie Young: Individuals & Societies - Geography SL/HL
Group 4	Ozay Semerci: Sciences - Chemistry SL/HL
	Kenza Lahmamsi: Sciences - Biology SL/HL
	Saad Belkhadir: Sciences - Physics SL/HL
Group 5	Kazi Haque: Mathematics - Analysis & Approaches SL/HL
	Steven Ross: Mathematics - Applications & Interpretations SL/HL
Group 6	Pierre-Yann Sanquer: The Arts - Visual Arts SL
	David Marin Ariza: The Arts - Music SL
Core	Beth Falk & Aziz Takrimcha: Creativity, Activity & Service (CAS)
	Iveth Morillo: Extended Essay (EE)
	Claire Smith & Mackenzie Young: Theory of Knowledge (TOK)
Programme Administrators	Iveth Morillo: Diploma Programme Coordinator
	Shanel Lopez-Fretwell: Upper School Principal
	Mouad Tijani: Assistant Head of School
	Casey Asato: Head of School



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