



# **Ecole Mondiale World School**

## **Assessment Policy**

**2025-2026**

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## Purpose

To define assessment procedures that are compliant with International Baccalaureate requirements, and establish a policy and procedure for the effective assessment of student learning, which can be shared within the whole school community.

## What is Assessment?

Assessment is the measurement of students' achievement against defined learning objectives. It is carried out both for the purposes of guiding further learning (formatively) and formal reporting on progress (summatively). It involves teachers, students, and parents and informs them in a meaningful way about individual strengths and weaknesses. It provides information for planning and identifies future goals and targets.

## Criterion-Based Assessments

Criterion-based assessments are designed to measure the extent to which an individual student has achieved a particular skill or body of knowledge. The criteria are drawn directly from IB subject-specific requirements. We use criteria to ensure students are measured against clear learning objectives across PYP, MYP and DP.

The assessment component of École Mondiale World School's (ÉMWS) curriculum is subdivided into the following three closely related areas:

- Assessing – how we discover what the students know and have learned
- Recording – how we choose to collect and analyze data
- Reporting – how we choose to communicate information

## Philosophy of Assessment

- ❖ Assessment is consciously designed to indicate and improve student performance. Assessment is rigorous and should challenge all student groups.
- ❖ Continuous assessment provides students and teachers with feedback that they can use to revise both teacher and student performance.
- ❖ Criteria for assessment is shared or developed with the students throughout the course of study.
- ❖ Assessment enables teachers to match work to a student's abilities.
- ❖ The IB Learner Profiles, such as but not limited to, Reflective and Principled are an

- essential and integral part of assessment
- ❖ A balance of strategies will be used at developmentally appropriate levels and should be outlined in planning documentation.
- ❖ A balance of assessment tools should be used with the strategies.
- ❖ In order to promote international mindedness, a range of human, natural and virtual resources, sources, and texts shall be used in the written, taught and assessed curriculum.

## **Roles and Responsibilities**

- ❖ The Diploma Programme Coordinator (DPC), Middle Years Programme Coordinator (MYPC), and Primary Years Programme Coordinator (PYPC) oversee the implementation of assessment practices in their programmes.
- ❖ Heads of Department (HoDs) ensure that assessment tasks align with subject criteria and are standardized within departments.
- ❖ Teachers design formative and summative assessments, provide timely feedback, record student progress, and participate in collaborative standardization meetings.
- ❖ Students are active participants in assessment, engaging in self-reflection, peer feedback, and goal-setting.
- ❖ The Senior Management Team (SMT) reviews assessment data to inform teaching and learning and ensures policy compliance.

## **Policy Linkages**

This Assessment Policy should be read alongside the Language Policy, Inclusion Policy, and Academic Integrity Policy. Together, these documents describe how we support all learners, ensure academic honesty, and provide equitable access to assessment.

## **Rights of the Stakeholders:**

The stakeholders include students, parents, teachers and the Board of Directors. In line with the school policy and relevant Student Parent Handbooks, the following rights should be observed:

- ❖ all stakeholders have the right to access to the policy
- ❖ all stakeholders have the right to access published information about how assessment and the process for grading is conducted.

- ❖ all stakeholders have the right to clarify questions by following clear protocols for communicating with teachers in terms of academic matters such as assessment queries relating to grading. These protocols can be found in the relevant *Student Parent Handbook Secondary*.
- ❖ Where a final arbiter is required, the Principal makes the final decision.

## Key definitions

Formal Assessment	Formal assessment refers to all those assessment tools used to contribute to the final grade in those subjects.
Assessment Tools	The different kinds of assessments which can be used to assess student learning, such as tests, written and oral examinations, extended practical work, projects, portfolios, multi-media, etc.
Formative Assessment	Formative assessment is the process of gathering, analysing, interpreting, and using the evidence to improve student learning and to help students to achieve their potential, through effective feedback. Formative assessment may reflect a grade but must include written and/or verbal feedback.
Summative Assessment	Summative assessment is the measurement of student performance against the grading criteria of the subject as established by the curriculum (IBMYP, or IBDP). Summative assessment is generally held at the end of a unit of work and/or course of study but may be given at any point at the discretion of the teacher.
Assessment Criteria	Detailed written guidelines or criterion that indicate what the students should learn and how they will be evaluated. These are based on the learning objectives of the subject.

Criterion-Related	Criterion-related assessment is based upon predetermined criteria and descriptors that all students should have access to. The level of student success in reaching the outcomes and/or criteria is measured in terms of levels of achievement described in each assessment criterion.
Validity	The validity of assessment tools means the extent to which they measure the stated learning outcomes.
Reliability	Reliability of assessment tools means their consistency over repeated use or between different teachers.
Fairness	Fairness of an assessment means that it must not be biased (eg gender, ethnic background, etc.) so that all students have an equal chance of performing well.
Moderation and Standardization	<b>Moderation</b> is peer/department marking of assessment against criteria to ensure common application of grades. <b>Standardization</b> is using samples of student work to reach a shared understanding of the characteristics and consistency of the elements of a level. Standardization occurs within subjects, on a formal level at least once per semester.
Task-specific clarifications (TSC) and rubrics	<b>TSC</b> are teacher created additional information for assessment tasks, the aim of which is to clarify requirements. <b>Rubrics</b> are documents that list the expectations for an assessment – they list the criteria, what counts and levels of quality.
Modification	Where a task is changed for the purpose of allowing students to access and complete the task.

## Reporting

### Semester Reports

**PYP:** In the EYs and Primary school, students receive two formal written reports each year that give feedback on student progress. These summary reports go to parents at the end of each semester.

For assessment and reporting, the following grades are used:

**(M) Meets:** The student is applying the skill independently.

**(S) Meeting with support:** The student is applying the skill, but might need a prompt or other kinds of minor support

**(W) Working towards:** The student consistently needs support with learning and/or applying the skill

**(NR) Not yet ready:** The student is not yet ready to acquire the necessary skill.

**(NA) Not Assessed:** Not Assessed due to absenteeism

**MYP:** Semester one and two reports indicate progress and achievement in all subject areas of the curriculum. Teachers report on the student's level of achievement in each criterion, a 1-7 grade and relevant ATLs. Generic subject descriptions and individual student comments are included.

**DP:** Semester one (December) and two (May) reports indicate progress and achievement in all subject areas of the curriculum. Teachers report on the student's level of achievement based on assessment and exam grades (achievement grade), progress in ATLs, and individual student comments. Generic subject descriptions are included.

**Reports are published online via Learning Management system**

## **Student Parent Teacher Conferences (SPT Conferences) and Student Led Conferences (SLC)**

### **What are Student Parent Teacher Conferences?**

A Three-Way Conference is between the student, teacher, and parents. It takes the form of an extended discussion that involves students leading their parents and teachers through their own understanding of their recent learning and their goals for future learning. The conferences are also a forum that allows teachers to highlight to both students and parents areas of concern and expectation,s and strategies for improvement.

### **Why have Student Parent Teacher conferences?**

- All parties are involved in discussing learning.
- Students take more responsibility for their part in the learning process.
- Keeps all parties informed of learning and allows the student to see the most significant adults in their lives show an interest in their learning and a commitment to supporting them.
- Honest and open discussion, focusing on evidence of student learning, allows opportunities for students, teachers and parents to collaborate in making plans for the future and in providing encouragement for the student as s/he continues to learn.

### **Student-Led Conferences (SLC)**

#### **What are Student-Led Conferences?**

This is an interactive conference between students and parents, with teacher assistance or facilitation. Students, with the support and guidance of the teacher, select the work to be discussed. They reflect on their progress and share responsibility with their teacher to inform parents of progress and accomplishments, and areas for improvement.

## Programme-Specific Assessment Practices

### Assessment in PYP

In the EYs and PYP curriculum, formative assessment is the primary means of assessing, assessment FOR learning, and assessment OF learning.

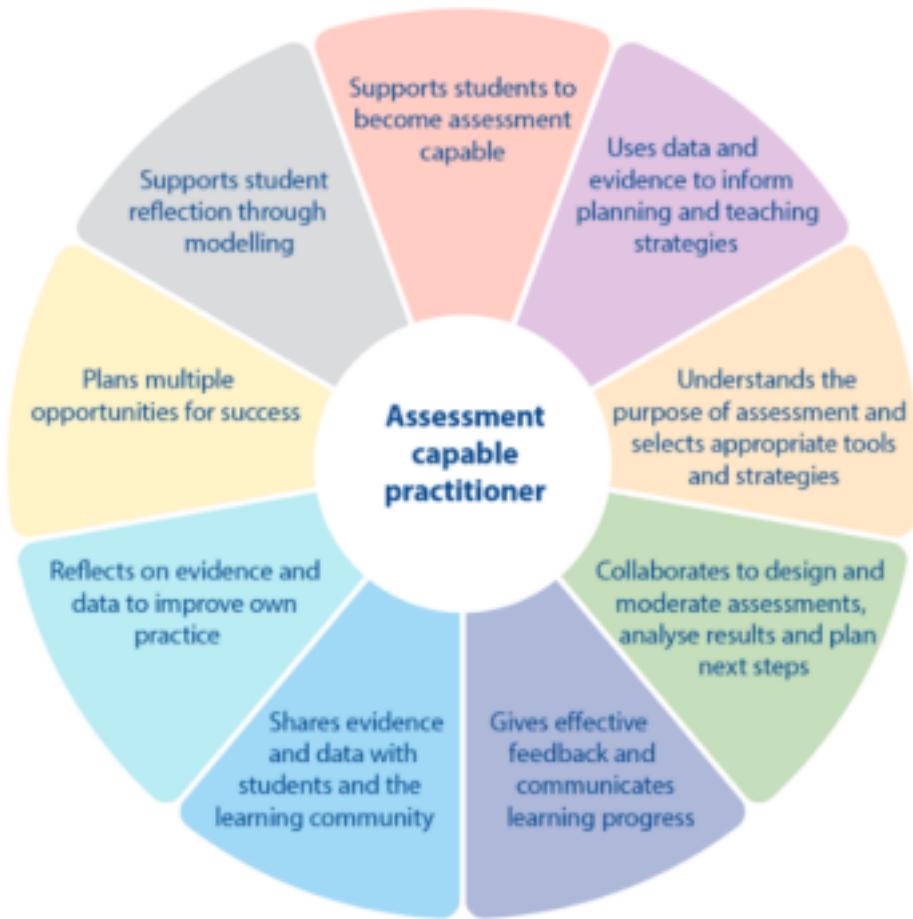
	Assessment for learning	Assessment of Learning	Assessment as learning
<b>Purpose</b>	To inform teaching and promote learning (formative)	Also known as summative assessment. Its goal is to certify and to report on learning progress	To support students in learning how to Become a self-regulated lifelong learner.
<b>Timing</b>	Throughout the learning process.	It is typically conducted at the end of a unit, year level or developmental stage, or programme.	Throughout the learning process.
<b>Features</b>	Iterative and interactive. Student involvement Quantitative and qualitative data Written and oral artifacts Observations and feedback Questionnaires Teacher/student dialogues/conferences Context-based Informal Indication of progress Indication of knowledge/skill application	Limited student involvement Quantitative data Tests, exams, standardised test Indication of skills and knowledge acquisition or mastery Based on teacher judgement Norm - or criterion - referenced	Iterative and interactive. Students are active agents in their own learning by developing and using Metacognitive strategies to plan learning goals monitor goals reflect in order to modify and adjust learning

### Aims of Assessment

Assessment should help students to:

- Work with teachers to co-construct learning goals and success criteria
- Move from self-assessing to self-adjusting
- Reflect on their learning and plan the next steps

- Demonstrate student agency and self-efficacy, taking ownership of their current and future learning, while adjusting their learning towards achieving success.
- Assessment should help teachers :



**Assessment should help school leaders to:**

- Identify staffing needs
- Know how best to support the teaching faculty
- Set appropriate and realistic educational goals

**Assessment should help parents to:**

- See evidence of student learning and progress
- Understand the strengths of their child/ren
- Understand the challenges faced by their child/ren
- Motivate their child/ren and celebrate their child/ren's learning

**The structure of assessment can be any of, but not limited to, the following:**

- Self-assessment
- Peer assessment
- Teacher assessment

Each of the dimensions, being Monitoring Learning, Measuring Learning, and Documenting Learning, is a critical part of the ongoing assessment process.

### **Monitoring Learning**

The monitoring of learning happens daily, using a variety of strategies to check the progress of students against their own learning goals as well as success criteria. Information gathered forms the basis of feedback and feedforward for a student's next steps in their learning. A variety of tools are used for monitoring.

### **Recording/Measuring Learning**

Assessment strategies and tools form the basis of a comprehensive approach to assessment and represent the school's answer to the question, "How will we know what we have learned?" When gathering information about a student's learning, teachers at ÉMWS use authentic assessment strategies and tools to ensure that effective assessment of learning experiences takes place. Teachers maintain a record of all assessments. These may be student work samples, rubrics, or anecdotal comments.

#### **Assessment Strategies:**

- Focused observations
- Performance assessments
- Process-focused assessments
- Selected responses
- Open-ended tasks
- Peer feedback
- Self-reflection/self-assessment

#### **Assessment Tools:**

- Rubrics
- Exemplars
- Checklist
- Anecdotal records
- Continuums

## Documenting Learning

Teachers use a range of methods to document student learning as a means of assessing student understanding. Teachers may use written/digital records of student conversations, comments, explanations, and hypotheses as well as annotated pieces of student work that may form part of a student's assessment profile.

Students and teachers can record learning goals, questions, reflections, and evidence of learning using a variety of formats.

- Learning logs used to record learning and reflections during the Unit of Inquiry
- Learning stories – used in the Early Years, utilizing photos/videos as evidence of learning progress
- Portfolios – student portfolios are used to show evidence of student learning and are a balance of student and teacher selected work. This is a system of collecting and storing information that can be used to document and give evidence for the assessment of student progress and achievement.

The learner's portfolio:

- is a record of student involvement in learning which is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and self-reflection.
- is a celebration of an active mind at work.
- provides a picture of each student's progress and development over a period of time both as an individual learner and group learner.

## Feedback

Feedback has been identified as one of the most effective teaching practices (Hattie, Timperley 2007) Effective feedback is timely and specific while encouraging continuous improvement and celebrating success. Feedback on knowledge, conceptual understandings and approaches to learning supports students in reaching learning goals. Peer feedback allows students to use the language of success criteria while increasing their own ability to assess.

## PYP Exhibition

Being the culminating PYP experience in Grade 5, the PYP exhibition is a celebration that reflects all the engagements with the five essential elements of the program: knowledge, concepts, skills, and action. The assessment takes three forms: a pre-assessment, an ongoing assessment of each student's contribution to and understanding of the exhibition; finally, a

summative assessment and reflection on the event itself. The assessment takes place within the school, throughout the whole process of the exhibition.

## Assessment in the MYP

MYP Assessment is **criterion-related** which means that teachers use descriptors to make a professional judgement on a student's level of achievement. Student success with meeting the criteria, and hence achieving the objectives, is communicated in terms of **levels of achievement**. MYP students around the world are measured against specified criteria unique to each subject group, rather than against other individuals in the class. This "criterion-related" approach represents a philosophy of assessment that is neither "norm-referenced" (where students must be compared to each other and to an expected distribution of achievement) nor "criterion-referenced" (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level).

MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme. **At ÉMWS we use the IB MYP criteria for level 1 in grade 6; level 3 criteria for grade 7 and 8 and Level 5 criteria for grade 9 and 10.** For each criterion, there is a range of 8 points awarded, based on student achievement levels at the time of assessment. Each subject-specific criterion has a descriptor that explains as clearly as possible what each student has been able to achieve in each level (i.e. level 1-2, level 2-3 and so on). Subject grades must be based on the levels achieved in all of the criteria in that particular subject. MYP assessment is not a mathematical calculation and the criteria should not be averaged. Rather, the teacher uses the 'best fit' approach and their professional judgement to award final levels for each criterion. Then, grades are calculated by using the **1-7 grade boundaries**.

**In each subject, students are provided with the assessment criteria at the beginning of the year.** Relevant criteria are also given **before starting a task.** A task sheet is required to be given to students for formal assessment tasks. Assessment criteria are explicit and make clear the objectives to achieve. In addition, task-specific clarifications are also provided so that the language may be more student-friendly and task expectations are clear to the students. **MYP Grade Boundaries should be informed to students in order to support student understanding of assessment.**

Over the duration of an assessment period, teachers may assess a criterion multiple times. Whilst the IB mandates that each strand in each criteria is summatively assessed twice per year (ie once per semester), at ÉMWS we find that when each criteria (not necessarily all strands) have been assessed formatively at least twice per year (ie once per semester), we can gain a more accurate picture of student understanding and achievement as well as give students the best chance to improve. **Therefore, each criterion is to be assessed summatively twice per semester, where possible.**

MYP assessment encourages teachers to monitor students' developing understanding and abilities throughout the programme. Through effective **formative** assessment, teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. Student peer and self-assessment can be important elements of formative assessment plans. The MYP views the purposes of **summative assessment** as support for learning and also as the determination of an achievement level; this usually happens at the end of a learning period. **Students should not achieve a group grade for group work, but an individual grade for their contribution.**

**For any formal summative assessment that will contribute to a final grade, two weeks' notice must be given.** Teachers standardize their understanding and application of the criteria before deciding on achievement levels. Where more than one teacher is teaching the same subject group, the process of internal standardization must take place before final achievement levels are awarded. Internal standardization of assessment is also required for the personal project. The process involves teachers meeting to come to a common understanding of the criteria and achievement levels and how they are applied. In so doing, teachers increase the reliability of their judgments. Standardization throughout the school year promotes consistency and builds common understanding about student achievement with respect to MYP objectives.

*(Principles to Practice, p78)*

### **MYP eAssessments and Examinations**

Grade 6-8 do not sit formal exams

Grade 9 – internal formal exams at the end of each semester

Grade 10 – internal formal MOCK exams and Grade 10 IB external exams May

At ÉMWS we have elected to participate in the IBMYP eAssessments. These comprise

onscreen examinations and the submission of ePortfolios of student work. Students in grade 10, who have been at ÉMWS or any other MYP school for grades 9 and 10 (level 4 and 5), may have the opportunity to sit for eAssessment. If a student joins ÉMWS at the end of Grade 9 or in Grade 10, the student will not sit the e-assessment if the previous school did not have the e-assessment. Where all requirements have been met students may also receive an externally validated MYP Certificate upon successful completion.

**It is compulsory that all students are registered to participate in the Personal Project and will receive an IB externally-validated certificate.**

**Entry into the ÉMWS Diploma Programme is not contingent on completing the eAssessment.**

## MYP Subject Assessment Criteria

The MYP assessment criteria across subject groups can be summarized as follows.

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting

**MYP Grade Boundary Table**

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with

		support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

## Assessment in DP

Assessment in the DP is designed to support learning as well as measure achievement. It aligns fully with the IB philosophy, emphasizing criterion-related assessment that judges student work against clearly defined standards rather than comparisons with peers. Teachers use subject-specific and core assessment requirements to guide curriculum planning and ensure students understand what excellence looks like. Regular, constructive feedback helps students improve, while robust systems for recording, reporting, and analyzing assessment data inform teaching and support student progress. Assessment also enables students to consolidate their learning through core components such as the Extended Essay, fostering reflection, academic integrity, and readiness for future study (DP: From Principles into practice, 2015).

In DP at ÉMWS, assessments are conducted in line with the IB philosophy and the school's educational and pedagogical values.

## Purpose/Aim/Objectives

- To promote progression in learning
- To measure student performance against learning objectives that are criteria-referenced based on specific learning objectives, which are published and available to all students and parents
- To promote a variety of teaching techniques
- To account for the variety of backgrounds of learners
- To ensure a consistent monitoring of teaching progress
- To encourage self-reflection
- To promote a shared teaching culture and the value of collaborative learning
- To provide clear, regular, sensitive, and constructive feedback
- To inform regular reporting to parents
- To provide accurate and progressive pupil records
- Should measure what students understand as well as what they know and are able to do
- To encourage students in self and peer assessment activities

## Assessment Procedure in DP at ÉMWS

### **Formative Assessments:**

Formative assessment (FA) represents the process of gathering, analysing, interpreting and using the evidence to improve student learning and to help students to achieve their potential. It constitutes an integral component of classroom instruction and it is seamlessly integrated into the curriculum.

The structures and methodologies of FA are purposefully crafted to empower students with a clearer understanding of what excellence entails and to provide insights into their own progress. Feedback is an essential aspect, offering valuable insights into students' strengths and areas for improvement. We employ various practices and tools to facilitate this process, including teacher-guided self-evaluation, systematic utilization of detailed assessment descriptors such as rubrics and matrices, as well as peer evaluation facilitated by the teacher, whether in-person or through digital resources like Google Forms, Kahoot, or blogs.

These assessment instruments are considered low-stakes and primarily serve as preparatory tools to equip students for the formal summative assessments at the culmination of a unit or course. All FAs are supported by reflection and feedback.

At ÉMWS in DP FAs are recorded on Managebac and account for 10% weighting in the final term grade. These assessments are not announced in advance, and a minimum of 2 FAs.

### **Summative Assessments:**

Summative Assessment(SA) is the more formal type of assessment that indicates what a student has achieved over a defined period. It is defined as “an assessment directly contributing to the final qualification, representing the final summative assessment practice in the IB continuum of education.” (Guidelines for developing a school assessment policy in the Diploma Programme. 2010. P. 2.). The structures and practices of summative assessments are meticulously designed to guide students in enhancing their understanding of what constitutes excellence in achievement, aligning with assessment rubrics provided in the DP subject guides issued by the IBO. These assessments will encompass specific portions of the syllabus covered up to the communicated date before the exams.

For each subject, 2 summative assessments are conducted and recorded on Managebac and account for 50% weighting in the final term grade.

**Term-End Exams (TE):**

These are more extended form of Summative assessments and follow the structure and format of final DP exams paper components as provided by the DP subject guides issued by IBO. These assessments will cover the entire syllabus covered till the date as communicated before the exams. Term-end exams are conducted for Gr. 11 at the end of Term 1 and 2. Grade 12 will directly have their Mock Exams.

**Mock DP Exams:**

In Feb/Mar (*as provided in the school calendar*) of the final DP year (Grade 12), these exams are strategically scheduled to provide students with an invaluable opportunity to assess themselves under conditions mirroring the final DP exams. These exams precisely replicate the structure and format of the ultimate DP exams and comprehensively cover the syllabus outlined in the DP subject guides issued by the IBO.

**Table: Assessment Structure in DP**

<b>Grade 11</b>			
<b>MB Task Categories</b>	<b>Weights %</b>	<b>No. of Assessments in Semesters 1 and 2</b>	
		<b>Quarter 1</b>	<b>Quarter 2</b>
FA	10	Min 2	Min 2
SA	50	1	1
TE or EOS	40	0	1

<b>Grade 12</b>			
<b>MB Task Categories</b>	<b>Weights %</b>	<b>No. of Assessments in Semester 1</b>	
		<b>Quarter 1</b>	<b>Quarter 2</b>
FA	10	Min 2	Min 2
SA	50	1	1
TE	40	0	0

<b>Grade 12</b>		
<b>Task Categories</b>	<b>Weights %</b>	<b>Mock Exams in Semester 2</b>
		<b>Quarter 1</b>
P1	As per IB Subject guide	Mock Exams
P2	As per IB Subject guide	Mock Exams
P3	As per IB Subject guide	Mock Exams
IA	As per IB Subject guide	SA in Jan/Feb

## Analysis of Results

At ÉMWS, student performance is systematically reviewed to ensure ongoing academic support and continuous improvement in teaching and learning. **Learner Progress Review meetings (LPRM)** are held mid-semester, as well as at the end of Semester 1. In these meetings, all cohort teachers, along with the Learning Support teacher and led by the Diploma Programme Coordinator (DPC), analyze student performance to identify trends, challenges, and opportunities for targeted interventions.

Following the release of the final IB Diploma results, teachers prepare detailed subject reports that examine overall performance, grade distributions, and deviations between predicted grades, internal assessment (IA) marks, and final IB grades. These findings are discussed collectively in group meetings to reflect on instructional practices and assessment design. The insights gained guide adjustments to curriculum delivery, assessment practices, and student support strategies, ensuring that subsequent cohorts are better prepared to achieve their full potential.

## Reporting

	Grade 11		Grade 12	
	Sem 1	Sem 2	Sem 1	Sem 2
Achievement Grade	Each subject: 1-7 Total points: 42			
Approaches to Learning Progress*	Yes	Yes	Yes	Yes
Concern#	Yes	YEs	Yes	Yes
Teacher Comments	Yes	No	Yes	No
CAS	NA	NA	NA	NA
TOK	Comments	Comments	Comments	Comments
EE**	No	Comments	Comments	Comments

## Marking Concern#

Where students have causes for concern, parent meetings are requested.

A student is a definite concern when:

- They are achieving grade 3 or less
- They are not meeting deadlines on a consistent basis
- ATLs are also low

**Approaches To Learning Rubric\***

Consistently	Usually	Sometimes	Rarely
Describes a student who can demonstrate the skill, with little or no prompting from the teacher.	Describes a student who frequently demonstrates the skill but has difficulty with some aspects and needs some prompting from the teacher.	Describes a student who has difficulty with one or more parts of the skill and needs regular prompting from the teacher.	Describes a student who has difficulty with most aspects of the skill and cannot experience success in the area without significant prompting and support from the teacher.

	The student are judged on whether they are <b>consistently, usually, sometimes or rarely displaying the following skills</b>
<b>Self-management Skills</b>	<ul style="list-style-type: none"> <li>• Comes prepared to class with all materials needed</li> <li>• Completes work independently to meet due dates</li> <li>• Is punctual to class</li> </ul>
<b>Social Skills</b>	<ul style="list-style-type: none"> <li>• Listens actively to and works effectively with others</li> <li>• Communicates effectively by sharing ideas and respecting others' contributions</li> <li>• Contributes constructively</li> </ul>
<b>Communication Skills</b>	<ul style="list-style-type: none"> <li>• Exchanges thoughts, messages and information effectively</li> <li>• Uses language to gather and communicate information</li> </ul>
<b>Research Skills</b>	<ul style="list-style-type: none"> <li>• Finds, interprets, acknowledges, judges and creates information</li> <li>• Interacts with media to use and create ideas and information</li> </ul>
<b>Thinking Skills</b>	<ul style="list-style-type: none"> <li>• Analyses and evaluates issues and ideas</li> <li>• Generate novel ideas and considers new perspectives</li> <li>• Uses skills and knowledge in multiple contexts</li> </ul>

**Extended Essay\*\***

**EE Progress**

Level	Description
Excellent (E)	The student's EE progress is excellent.
On Track (O)	The student's EE progress is on-track.
Concerning (C)	The student's EE progress is concerning.

Details of all meetings for each student and the supervisor are recorded through the EE

Reflections on Planning and Progress Form in Managebac. Details of student progress regarding the EE are recorded on Managebac as well. Reflections on Planning and Progress Form is to be duly completed by the student and supervisor, and submitted to the Diploma Programme Coordinator.

### **Creativity Activity and Service**

CAS records that are maintained in Managebac include reflections of students, details of interviews with CAS advisors, meeting logs, learning outcomes and progress descriptors. For all CAS experiences and projects, the advisor's comments on the status of work completion, balance of creativity, activity and service, involvement in projects, and status of learning outcomes achieved, are updated periodically on Managebac. Student progress in CAS is continuously monitored through the CAS completion status which is flagged as excellent (E), on track (O), concern (C), as is the case, and recorded on Term reports.

### **IB Diploma Programme Exams**

The IB Diploma Programme Exams are a crucial part of a summative assessment, called formal assessment and defined as “assessment directly contributing to the final qualification, represents the final summative assessment practice in the IB continuum of education.” (Guidelines for developing a school assessment policy in the Diploma Programme. 2010. P. 2.)

The IB Diploma exams assess students' knowledge acquired during two years of the Programme. It is the student's systematic work that plays a crucial role in the attainment of the final Diploma. There are two kinds of formal Diploma assessment: IB external assessments and IB internal assessments.

### **IBDP External Assessments**

The external subject exams take place in May at the end of the final year of the Diploma Programme. These annual May examinations are externally marked with no input from the subject teachers. Externally marked examinations account for the greatest part of the assessment score for each subject.

### **IBDP Internal Assessment**

Some part of the formal assessment is internal, which means that it is a school teacher who marks the work whilst only a sample of students' work is moderated externally for

international parity. Criteria and the model of internal assessment are explained to students by teachers in the particular subject course outlines/syllabuses.

Notification about any formal assessment must be on the LMS and on the School's published assessment calendar, at least one week in advance. They should be planned from the start of the semester.

### **Grade 12 – Predicted Grades (PG)**

- Grade 12 teachers are required to provide the DP Coordinator/College Counsellor with PG's for university application purposes and submit to IBO.
- One PG Google sheet will be used and updated with key dates in mind to avoid duplication of work. These key dates are October, December, March and they are closed off from editing after the deadline, which follow from report deadlines.
- Teachers have to consider the course content coverage in earlier semesters when determining report grades in October and December of Grade 12. In other words, teachers must exert some professional caution.
- PGs are based on the Exam Grades, Semester Report Grades and the teacher's overall evaluation of the student at the time of giving the predicted grade.
- PGs are optimistically real and should in no way compromise the professionalism of the teacher or the credibility of the school. In other words, inflation is avoided and PGs should closely match our assessment captures of students (exams, reports, IAs).
- Individual predicted subject grades are not revealed to students. However, the approximate total score may be told to them in order to facilitate their university choices. Report grade totals are an excellent indicator of final PGs.
- PGs may be reviewed and revised after the Mock Exams, if applicable.
- The most recent appropriate grade boundaries should be used for assessments and to predict grades.

### **Internal/External Deadlines**

- Deadlines for submission of drafts and final piece/s are given to students at the start of the Diploma Programme.
- Students' progress is monitored, and students are counselled when necessary by the DP/EE/TOK/CAS Coordinator, as appropriate.
- Parents are alerted with regard to missed deadlines on a regular basis by the teacher who

informs the DP Coordinator.

- If a student has not completed the final draft as per the deadline, a previous/incomplete draft will have to be submitted. This is likely to result in a lower grade than might have been the case if a revised final draft had been submitted.
- These marks are then submitted by the teacher to the DP Coordinator who submits them to the IB.
- The moderation sample is selected electronically by IB and is sent to Examiners for moderation (upload – IBIS).
- As the IA marks are likely to be altered in the moderation process, the marks are not disclosed to students.

### **Internal Assessment in Group 1 and Group 2 and TOK**

- These are in the form of Oral Assessments/Exhibition that are held at different times over the two years.
- Dates for these are scheduled by the teachers in liaison with the DP Coordinator, and students are informed:
  - This schedule is to be treated on par with external exam schedules.
  - If a student does not turn up for a scheduled oral assessment, it is viewed as a 'missed exam' and will be awarded no mark. Parents are informed by the DP Coordinator.
  - This will impact adversely on the final mark awarded for IA.
  - An assessment may be rescheduled at the discretion of the DP Coordinator and the Head of Secondary if there is satisfactory documentary evidence of extenuating circumstances.

### **Externally Assessed Coursework**

These components are produced independently by the students under the supervision of the teacher. IB examiners externally assess them.

- Written Essay/s
- Extended Essay
- TOK Essay
- Internal Assessments as per subject requirement

### **Final External Examination Grades**

- These are awarded by the IB upon completion of the final exams.
- The results are released to students on 6<sup>th</sup> July and may be accessed on the IB website using a login that is given to each candidate.
- The Diploma and/or Certificate of Results, are awarded by the IB.
- In case a student gets a lower grade than expected, the student may make an appeal for a re-evaluation.
- Students may opt to take re-sit exams in November/the next May in order to improve results.

### **Results to Universities Service**

- Students may apply to have their results sent directly to universities of their choice.
- This process is coordinated by the DP Coordinator.
- Students who do not submit their requests in time will not be able to avail of this service.

### **IB Diploma Attainment**

- DP category candidates must study six subjects, plus the three core subjects—EE, TOK and CAS. They must accumulate no fewer than 24 points from assessment in these subjects, in addition to grade stipulations.
- They must meet all of the requirements within a maximum of three examination sessions.
- Candidates who successfully meet these conditions will be awarded the diploma.
- Candidates who take the diploma in multiple languages may be eligible for a bilingual diploma.
- The IB diploma is awarded based on performance across all parts of the DP.
- Each subject is graded 1–7, with 7 being the highest grade.
- These grades are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.
- TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.

		Theory of knowledge (TOK)					
Extended essay	Grade awarded	A	B	C	D	E or N	
	A	3	3	2	2	Failing condition	
	B	3	2	2	1	Failing condition	
	C	2	2	1	0		
	D	2	1	0	0		
	E or N	Failing condition					

- CAS is not assessed but must be completed in order to pass the diploma.
- The overall maximum points from subject grades, TOK and the EE is therefore 45:  $((6 \times 7) + 3)$ .
- The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.
- They must meet all of the additional requirements listed below:
  - CAS requirements have been met.
  - There is no “N” awarded for TOK, the EE or for a contributing subject.
  - There is no grade E awarded for TOK and/or the EE.
  - There is no grade 1 awarded in a subject/level.
  - There are no more than two grade 2s awarded (SL or HL).
  - There are no more than three grade 3s or below awarded (SL or HL).
  - The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
  - The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
  - The candidate has not received a penalty for academic misconduct from the Final Award Committee.

*(IBO: Diploma Programme Assessment procedures)*

Students who do not fulfill the entire set of requirements for an IB Diploma or who decide to take fewer than six subjects are awarded a certificate for examinations completed.

## **References**

- Diploma Programme: From principles into practice (April 2015)
- Guidelines for developing a school assessment policy in the Diploma Programme (2010)
- Diploma Programme Assessment Procedures 2023.
- MYP: From principles to practice, May 2014, International Baccalaureate Organization
- MYP Guide to eAssessment, 2019, International Baccalaureate Organization.
- Handbook of procedures for the Diploma Programme 2019, International Baccalaureate Organization, Switzerland

**This policy is reviewed on an ongoing, rotating basis by coordinators, HoDs, and representatives from the teaching faculty**