AICS Assessment Policy
2022

Learning is at the **heart** of everything we do!

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Glossary

Assessment	Authentic performances of understanding which provide students with opportunities to apply their knowledge and skills to new questions and contexts. (IBO, "MYP: Principles into Practice" 13)
Formative assessment	Ongoing and integrated assessment, which informs the process of learning and teaching. Formative data is used to "adapt lessons to help the student reach the desired learning goal" (Heritage, 141)
Summative assessment	Defined by Bloom et.al as "assessments designed to judge the extent of students' learning for the purpose of grading, certification, evaluation of progress." (cited by Wiliam and Black, 537)
Informal summative assessment	Tasks designed and set by AICS teachers which assess students' skills and understanding in relation to the subject area's criteria.
Formal summative assessment	Tasks designed and set by the IB which assess students' skills and understanding in relation to the subject area's criteria.
Feedback	Information provided through assessment to learners and teachers about their process, progress and achievement.
School days	Monday - Friday. Weekends, Study days, vacations and public holidays do not count as school days.
Study days	Days when there is no school for students because teachers are engaged in collaborative professional development.
Vacation	Holidays of a week or longer. We have five per year: autumn, winter, early spring, May and summer vacations.
Forecasted grade	A grade requested by universities in order to offer advanced placement to students.
Predicted grade	The grade sent to the IB along with students' externally assessed or moderated formal summative tasks.
Moderation	Moderation is used with internally assessed work to ensure a global standard across all schools. The aim of moderation is to check how accurately and consistently the teacher has applied

the assessment criteria in their marking of the students' work. (IBO, "Assessment" 165)

Standardization	A process through which teachers compare and discuss their grading in relation to the criteria, to ensure the same standards apply across the cohort.
Promotion criteria	The requirements a student must meet in order to proceed to the next year level.
Parallel classes and teachers	Classes in the same subject and year level. For example, there are six parallel MYP5 ELL classes across the two AICS campuses.
LSP	Learning Support Plan. Created by the SST and the Mentor to help students with a particular support need. Usually runs for 6 weeks before being reviewed.
IEP	Individual Education Plan. Created by the SST in consultation with external professionals, stipulates the access arrangements a student needs during their lessons, and includes IAAs.
iSAMS	The online organisational management system AICS uses to track student wellbeing, including attendance and behaviour.
Managebac	The online organisational management system AICS uses to record written curriculum, communicate academic tasks such as assessments and report student achievement.
SACo	The Subject Area Coordinator is a teacher who leads the curriculum for a subject area
Subject area	The group of subjects in the same category. E.g. Physics, Chemistry and Biology are in the same subject area: Sciences
Mentor	All students have a mentor who monitors and supports them on their learning journey.
Programme Coordinator	The teacher who leads one of the four IB programs at AICS: PYP Coordinator, MYP Coordinator, CP Coordinator and DP Coordinator.
Participation Council	"The Participation Council operates as a critical friend of the management team. Its function is to advise the management team and to ensure that checks and balances are in place when the management team makes decisions. The Participation Council will discuss, advise and sometimes co-decide on AICS policy matters." (AICS)

N/A	Not Assessed. This appears in Managebac and on the report when a student has not been assessed for a particular criteria or task.
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." (IBO "Academic Integrity" 3)
IA - Internal Assessment	Formal summative assessments which are designed by the IB and contribute to a Diploma Programme student's final grade for the subject. They are internally marked by AICS teachers then a sample is moderated by the IB. (IBO, "Assessment" 237)
Test Week	A week of examinations in the Diploma Programme when students do not have timetabled lessons but instead complete teacher-set examinations modelled off the final formal IB examinations. There are two Test Weeks in DP1/CP1, one in Jan/Feb and one in May/June.
Preliminary examinations	Two consecutive weeks of examinations for DP2/CP2 students in which they complete teacher-set examinations modelled off their final examinations. The preliminary exam schedule follows the final exam schedule. For example, there are 3 Mathematics AA HL final examinations, so those students will complete 3 Mathematics AA HL Preliminary examinations.
DP Core Programme	Theory of Knowledge, Creativity, Activity & Service as well as the Extended Essay. Students must complete the Core Programme in order to qualify for their diploma.
CP Core Program	Personal and Professional Skills, Service Learning, Reflective Project and Language Development. Students must complete the Core Programme in order to qualify for their certificate.
MYP Core Program	Personal Project and Service as action. Students must complete the Core Programme in order to qualify for their certificate.
Vertical articulation	The way that the curriculum is planned in a subject area across multiple year levels, ensuring a continuum of disciplinary and ATL skills development and evolving conceptual understanding.

Horizontal year	The way that the curriculum is planned across subject areas in the same year level, ensuring complementary interdisciplinary and ATL skills development and comprehensive conceptual understanding.
ATL Skills	Approaches to Learning skills "that have relevance across the curriculum that help them "learn how to learn""(IBO, "MYP: From Principles into Practice", 20). These skills are essential in all IB programmes for both academic success and a fulfilled life of learning.
IAA	Inclusive Access Arrangements. Arrangements to help a student with unique learning needs so that they are able to access the same assessment task as their peers. (IBO, "Assessment", 126)
IDU	Interdisciplinary units. Units of inquiry which challenge students to "bring together concepts, methods or forms of communication from two or more disciplines or established areas of expertise to explain a phenomenon, solve a problem, create a product or raise a new question in ways that would have been unlikely through single disciplinary means." (IBO, "MYP: From Principles into Practice", 46)
SST	Student Support Team. They help students with diverse learning needs.
PTSC	Parent Teacher Student Conferences held throughout the year to discuss a student's progress.

Assessment Philosophy

Assessment is a continuous process, which informs teaching and learning. Throughout the learning process, various aspects of assessment address learning needs and are a powerful means of taking learning forward. Effective assessment requires the active involvement of the learner who simultaneously addresses the content (knowledge, skills and understandings) to be learned, as well as important dispositions for learning (Murdoch and Claxton).

Although assessment may look different throughout the four IB programmes, the core philosophy of assessment remains overarching and follows the IB principles of assessment:

IB assessments must:

1. be valid for the purposes for which they are intended. This means they must be balanced between the conflicting demands of construct relevance, reliability, fairness (that is, no bias), comparability with alternatives and manageability for candidates, schools and the IB
2. have a positive backwash effect, that is, their design must encourage good quality teaching and learning
3. be appropriate to the widest possible range of candidates, allowing them to demonstrate their personal level of achievement
4. be part of the context of a wider IB programme, not considered in isolation. Does it support concurrency of learning and the overall learner experience?
5. support the IB's wider mission and student competencies, especially inquirers, knowledgeable, thinkers, communicators and internationally minded

(IBO, "IB assessment principles and practices" 77)

Primary Years Programme

1. The core purpose of assessment in the Primary Years Programme is to inform teaching and learning.
2. The most effective assessment practices are possible within a culture of assessment capability, meaning that all members of the learning community understand why and what is assessed and share an "understanding of how to assess and what data is being collected, analysed and reported" (IBO, "PYP Learning and Teaching" 70).
3. Collaboration and a shared language are both centrally important to an assessment capable learning community.
4. Assessment in AICS Primary is linked to intended learning outcomes in terms of knowledge, skills and conceptual understanding. In other words, it intentionally addresses what students know, are able to do and need to understand to grow in their learning.
5. As a school, we emphasise the importance of conceptual understanding as the underpinning and unique feature of an inquiry-based programme such as the PYP.
6. Without underestimating the importance of knowledge and skills, we recognise that the development of conceptual understanding gives learners the opportunity to think critically, deeply and to transfer their learning to new and often unknown contexts (Erickson and Lanning).

"There are no year level expectations…No one is at, on, above or below expectations. Every student is simply at a level of development defined by what learning is developmentally appropriate" (Griffin in IBO, "PYP Learning and Teaching" 73)

A. Implementation of formative assessment

1. Iterative and intentional, formative assessment occurs throughout the learning process, and depends highly on the conversations and interactions between teachers and students.
2. Formative assessment can take many forms including, but not limited to observations, questioning, interviews, group work, projects, presentations, feedback from the learning community including parents, and peer and self-assessment.
3. Transdisciplinary Units of Inquiry: Formative assessment tasks are used throughout each transdisciplinary unit of inquiry and guide the inquiry process. Teacher planned knowledge, skills and conceptual understanding are continuously tracked together with each student. Other learning outcomes which arise are also documented and assessed to further guide the learning. A final summative task will take place at or near the end of a unit of inquiry.

4. Language and Literacy: Teachers and students frequently discuss what it means to be a reader and a writer. Exploring reading and writing behaviours, rooted in

speaking and listening, and recognising ourselves as readers and writers is formative dialogue that develops learners' approaches to learning. As a foundation to the formative assessments for reading, writing, speaking and listening, the following consistent approaches are used.

- In the Early Years, teachers use the "Units of Study in Phonics" (Calkins and Louis) assessments including spelling, phonemic awareness, and high-frequency words.
- Groups 1, 2 and 3 follow the assessment schedule of the programme, "Units of Study in Phonics" (Calkins and Louis), checking for understanding and literacy skills development throughout the school year.
- Groups 4-7 assess using running records for reading fluency and comprehension skills, as well as a skills assessment if needed to inform learning.
- English Language Acquisition and Dutch: Single-subject language teachers use a variety of formative assessments to track language development using the phases of the Language Scope and Sequence document (IBO, "PYP Language Scope and Sequence").

5. Mathematics: Teachers and students frequently discuss what it means to be a mathematician. Assessments on mathematics and the Numicon approach are embedded into teaching and learning ("Numicon, Primary School Maths Resources").

B. Implementation of summative assessment

1. Summative assessments also inform teaching and learning, but differ from formative assessments as they may be used as examples of achievement and for reporting purposes.
2. Summative assessments focus on measuring what students can do, based on their stage of development, and help to determine their readiness to progress to the next stages of education.
3. Transdisciplinary Units of Inquiry: A summative rubric and task is created for each transdisciplinary unit of inquiry to assess for knowledge, skills and conceptual understanding gained from the unit.
4. Students participate in the wording and content of the rubrics when and where appropriate. Sometimes assessments are collaboratively designed by use of the SOLO taxonomy resources (IBO, "SOLO Taxonomy").
5. Language and Literacy: Summative assessment in language and literacy takes the form of a student's written piece per term. Teachers analyse all of the

formative and summative data to form a clear picture of each students' stage of language development.

6. All year group teachers assess and track writing development per term based on criteria in the Language Scope and Sequence document (IBO, "PYP Language Scope and Sequence"), assessments created using the "Units of Study in Writing"(Calkins) rubrics, or teacher generated rubrics.

7. Language acquisition: summative assessment takes the form of a speaking/listening and reading/writing assessment per term. Teachers analyse all of the formative and summative data to form a clear picture of each students' stage of language development based on criteria in the Language Scope and Sequence document (IBO, "PYP Language Scope and Sequence").

8. Mathematics: Summative assessments are carried out per term to check for Mathematical skills and knowledge that has been taught in the term.

9. External assessment: Standardised testing: GL Assessments, PTM ("Progress Test In Maths For Primary") and PTE ("Progress Test In English For Primary")

10. At AICS, we use the data from PTM and PTE testing as an additional check alongside ongoing teacher assessment. Testing can indicate or bring to the fore a need for additional support or additional challenge we may not have fully considered from classroom assessment.

11. The intention of the data is to support, not lead our assessment of how children are doing and making progress with their learning.

12. PTM and PTE tests generate standardised test scores referred to as Stanines. Stanine scores are standardised for tests taken and age of the child in years and months; this allows test results to be compared despite differences in level of difficulty of the test taken and the age of students at the time of the test.

13. Stanine scores range from 1-9:
    Stanines 1-3: indicating below average attainment
    Stanines 4-6: indicating average attainment
    Stanines 7-9: indicating above average attainment
    This Stanine scoring from PTM/PTE testing is not the same as IB or AICS Primary reporting scores. These are scaled differently and represent achievement in a different manner.

14. Progress data is also tracked for children taking PTM/PTE tests once they have completed two test cycles. Progress data compares stanine scores to see how children's attainment is changing over time.

15. Teachers are responsible for analysing the data for their class group and follow the guidelines for analysis.

16. This entails cross referencing PTM and PTE scores with classroom formative assessments such as observations. This assessment data is used to make arrangements for learning needs in terms of additional support or need for challenge.

17. An additional data analysis is carried out by subject area coordinators for Language and Mathematics, which checks for whole group strength and areas of challenge which should be noted in curriculum planning.

C. Recording assessment

1. Assessment Moderation: To ensure consistency, teachers meet regularly to use assessment samples and student work to do a shared analysis, reflection and discussion. These sessions are planned into collaborative planning times throughout the school year.
2. PYP resources suggest the following questions to guide collaborative moderation:
   - Have the learning experiences provided ample information to allow an evaluation to be made about whether the purposes or learning goals have been met?
   - What does a student's performance reveal about their level of understanding?
   - Have any unexpected results occurred?
   - How could the learning and teaching process be modified as a result of the assessment?
   - Should any changes be made to the assessment design or procedure? (IBO, "PYP Learning and Teaching" 77)
3. Rubrics: A key form of assessment, both summative and formative, is the use of rubrics.
4. Rubrics follow the scale used in reporting, creating a direct link and continuity with reporting.
5. Rubrics are often planned by collaborative teaching teams in draft format, followed by student input and engagement with them throughout the learning process.
6. Rubrics may be adapted to meet the learning needs of the students.
7. Anecdotal records: Teachers and other members of the learning community document learning data including notes from observations and conversations.
8. Documentation also takes the form of student work samples, photos and videos of learning.
9. Portfolios: All student assessments, both formative and summative, are gathered as digital or hard copy files as records of student learning.
10. Visual images and documentation, compiled together alongside students themselves, serves the educational purpose of making the learning process visible and iterative for students, as well as providing a clear record of progress in learning.

D. Reporting on Assessment

1. Student academic reports serve the purpose of regular, formal documentation of learning achievements and areas for improvement.

2. AICS Primary reports consist of a concise report of knowledge and skills learned as well as areas for development.
3. The IB Learner Profile and Approaches to Learning attributes and dispositions are commented on in reports.
4. Achievements in the areas of conceptually creative thinking, depth of thinking and theory building are celebrated in the report.

Secondary school - Middle Years Programme, Career-related Programme and Diploma Programme

1. The core purpose of assessment in the Secondary school is to inform teaching and learning.
2. This assessment policy establishes a shared language around assessment and outlines the conventions adhered to by all members of our AICS Secondary community in relation to assessment.
3. This policy applies to assessment in particular subject areas as well as interdisciplinary units.
4. Assessment in AICS Secondary is linked to learning outcomes in terms of knowledge, skills and conceptual understanding. In other words, it intentionally addresses what students know, are able to do and need to understand to grow in their learning.
5. At AICS, we emphasise the importance of conceptual understanding as the underpinning and unique feature of inquiry-based programmes such as MYP, DP and CP.
6. Though knowledge and skills are essential, we recognise that the development of conceptual understanding gives learners the opportunity to think critically, deeply and to transfer their learning to new and often unknown contexts (Erickson and Lanning).

A. Implementation of formative assessment

1. A synonym for "formative assessment" is "assessment *for* learning". Since learning is at the heart of everything we do, formative assessment is essential for our students' academic success.
2. Formative assessments are not necessarily modelled off, drafts of, or practice for summative assessments. Formative assessments are designed to help students develop the skills and conceptual understanding they need according to the objectives of the whole subject.
3. When designing formative assessment, teachers take a long-term view of the objectives of their subject area throughout MYP and the DP/CP, rather than merely coaching students for the next summative assessment.
4. Teachers should use a range of formative assessment strategies; these will vary according to the subject as well as the preferences and needs of the teacher and students.
5. Formative assessment will be used to improve teaching and learning. (Hattie, 2018)
6. Formative assessments may be designed by the students with guidance from their teacher.

7. Some formative assessment practices must involve peer and self-assessment.

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8. Some formative assessments will help the development of particular Approaches to Learning skills.
9. Formative assessments enable students to improve their own understanding of their personal development.
10. Feedback given on formative assessments must be timely and meaningful. Feedback might be written or verbal. Sometimes it is the responsibility of students to record the formative feedback they have received, e.g. in a process journal.
11. The goals for formative assessment are identified in the unit plans on Managebac. The description of formative assessment in unit plans allows for flexibility so teachers can use their professional judgement to design formative tasks in response to the particular needs of their students.

B. Implementation of summative assessment
1. All summative assessment tasks address subject objectives and align with the relevant IB subject guide.
2. Meaningful summative assessment anchors learning in a relevant context helping students to create a link between their studies and real-world issues.
3. Summative assessment is structured cohesively and linked to the horizontal and vertical articulation of the subject programmes. Due to this long-term view, all summative assessments have a formative element: helping students and teachers adapt their teaching and learning so that students continue to develop the skills and understanding they need to succeed in the future.
4. Teachers ensure that summative assessment occurs in safe, supportive, and welcoming environments, helping students to develop confidence and a love of learning.
5. Summative assessments are designed, scheduled and implemented collaboratively by parallel teaching teams.
6. Parallel classes will complete the same summative assessments as each other.
    a. In cases where this is not possible, the relevant Programme Coordinator must be notified.
7. Parallel teachers standardize their marking in order to ensure consistency in expectations and grading.
8. AICS values group work highly because it helps students develop essential collaborative skills. For summative assessment purposes, each individual student's input needs to be assessed individually. Therefore, group work is assessed on individual achievement. (IBO, "MYP: From Principles into Practice" 85)
9. In DP and CP, there are formal summative assessments, set and marked or moderated by IB or Pearson as well as informal summative assessments, set and

marked by AICS teachers to help students understand their stage of achievement in preparation for formal summative assessments.

10. Test weeks, DP/CP Preliminary examination sessions and E-assessment preliminary sessions
    a. These are considered major benchmarks in determining students' abilities and skills as well as providing valuable information to direct teaching and learning in the classroom. The results will be included as part of the student's summative assessment record.
    b. BTEC level 3 Business assessments will be conducted in class, per module. The assessments are internally assessed and externally moderated.
    c. All informal summative assessments as stated above are carried out according to formal IB/Pearson external assessment procedures and marked in relation to the formal IB/Pearson assessment criteria.

11. E-Assessments, CP and DP final examinations
    a. Both the MYP5 e-Assessments and the DP exams are subject to strict IB regulations as well as legal requirements set by the Dutch Education Ministry. More information can be found in the school's *Programme of Assessment and Examinations*, (requires submission to the Dutch Government by 1 October),the *Diploma Programme Assessment Procedures* and the relevant sections of the *Examen Reglement Esprit.*
    b. CP students sitting BTEC exams are subject to Pearson regulations in addition to point B.11.a above.

12. External CAT4 assessments in MYP1, MYP4 and CP/DP1 are used to monitor and improve the success rates of students. They provide us with an accurate analysis of potential student achievement.

C. Communicating Assessment - Managebac

1. In the Secondary school at AICS, all subject areas including the IB Core use Managebac. Teachers publish unit plans, resources and messages as well as learning and assessment tasks on Managebac.
2. We want students to take responsibility for their own learning, and Managebac is a tool we use to help all members of the community keep track of the dynamic and rigorous learning in the MYP, CP and DP.
3. If teachers set home learning tasks, it helps to post them on Managebac so students can organise their many priorities.
4. Formative assessment tasks may also be posted on Managebac.
5. Since formative assessment and home learning happens continuously, is scheduled flexibly and takes various shapes (Heritage 141), it may not always be appropriate to post on Managebac.
6. Tasks that are designed to help students develop and monitor the progress of their ATL skills must be posted on Managebac.

7. All summative assessment tasks in all subject areas, including interdisciplinary units, are posted on Managebac.
8. The due dates and criteria to be assessed must be posted before October 1st each year, in accordance with the assessment calendar. We do this so that students can see the schedule of assessment for the entire year, and look ahead to potentially difficult moments when they will be challenged to manage multiple competing priorities.
9. Before the due date
   a. Parallel teachers work together to create summative assessment tasks for the entire cohort.
   b. As the assessment calendar only indicates the week in which a summative assessment will occur, teachers must finalise the date and time of the summative task and fill in the Task Description at least 10 school days before the deadline of the task.
   c. The Task Description must include:
      ○ The category of the summative task: In-Class, Hand-in or Process Checkpoint.
      ○ A description of the submission requirements. *E.g. Is it hand-written during class? A speaking task? A report submitted to the Managebac dropbox? Is there a word or time limit?*
      ○ A clear and specific description of what the students can do before the deadline to help them succeed in the task. *E.g. Revise Chapters 2, 3 and 8.*
   d. Teachers must also show the published task to the class during a lesson and provide an opportunity for students to ask questions and clarify what they need to do to be successful. This moment occurs at least 10 school days before the deadline of the task, but earlier is even better.
   e. Like with absence during any other lesson, if a student is absent during a lesson when a summative assessment is discussed, it is their responsibility to catch up.
10. On the due date
      i. For hand-in tasks, students must submit their work as instructed before the deadline.
      ii. Uploading corrupted and/or empty files is unacceptable. Please refer to the Academic Honesty Policy for the procedure concerning corrupted files.
         ○ Students are advised to upload PDFs to ensure their documents can be opened on all devices.

○ Students are advised to upload large multimedia files to their school-based Google Drive and then include a link to that file in the document that they upload to Managebac.

    iii. For in-class tasks, teachers will run the task according to the details in the Task Description.

    iv. For information about what happens if a student is late with submission or absent on the day of an in-class task, please see Appendix 4

11. After the due date
   a. Teachers must provide feedback on the summative task no later than 10 school days after the due date, regardless of the teacher's working days.
   b. Teachers may put the feedback on Managebac using the comment feature, or they may indicate on Managebac where the student can find the feedback (eg. on their annotated test paper).
   c. Teachers must help students understand the feedback they receive.
12. When teachers provide clear, specific and personalised feedback for tasks on Managebac, students and their parents can keep track of their progress. When teachers update Managebac frequently and parents refer to it regularly, there is no need to wait for a report or PTSC to get a detailed picture of the student's engagement, organisation and achievement.

D. The assessment calendar

1. Students at AICS have busy lives with many competing priorities. We want teachers and students to plan ahead and manage their time and commitments in a thoughtful and balanced way.
2. To help with this goal, we create and adhere to an assessment calendar that is published for the whole school community on our website, and reflected on Managebac.
3. At the end of each academic year, subject areas work together to plan their summative assessments for the following year.
4. They work with the Programme Coordinators to create a draft schedule, placing summative tasks in a calendar week while aiming to spread tasks in a manageable way for teachers and students.
5. Summative tasks are scheduled so they can fulfill their purpose: to provide feedback to students and teachers about the development of skills and understanding in relation to the course objectives.
6. At the beginning of the new school year, teachers check the draft schedule against their timetables, taking into account the way their lessons fall in relation to Study Days, public holidays and other interruptions to routine.

7. Small groups of students will also be asked to review the calendar for their year level and make suggestions when they notice potential problems.
8. After teachers have made the necessary amendments, the assessment calendar is published before October 1.
9. Summative Task deadlines

    a. Summative task deadlines must be set between 8:30am and 8:30pm on school days.
        i. In-Class tasks like tests or performances are scheduled for the start of the period in which they will begin.
        ii. Hand-in task deadlines could be scheduled during that subject's lesson time or after school. Hand-in task deadlines are never scheduled during the lesson time of another subject.
        iii. Summative process checkpoints are scheduled during the lesson time of the subject.
    b. Summative task deadlines are not set on the day immediately following a vacation.
        i. Summative task deadlines may be set for the day after a public holiday (for example, Easter Monday) or a Study Day which is not attached to a vacation.
    c. For MYP5, CP and DP, summative task deadlines cannot be set in the week before a year level's Test Week, Preliminary examination session or Final examination session.
10. Making changes to the assessment calendar.
    a. Parallel teachers should work together to keep a long-sighted view of the summative task deadlines for current units and beyond, and collaboratively plan how they will work with the assessment calendar as it stands.
    b. In general, changing deadlines is not advised, especially if the reason is "students are stressed". A recent study by O'Connor et. al. found that accommodating the requests of anxious adolescents only hinders their ability to build resilience and deal with future stressors.
    c. Students must speak up about competing priorities, so that teachers and mentors can help students manage the upcoming deadlines, regulate their emotions and understand how their learning so far has prepared them to complete their various summative assessments.
    d. When many unexpected interruptions to the learning phase occur, it may be unreasonable to expect students to complete a summative assessment task by the deadline published in the assessment calendar.
    e. Teachers may decide to keep the deadline but amend the details of the summative task so it more accurately assesses the learning that has occurred.

i. In some cases, one class may have been more disrupted than another. These situations are dealt with on a case-by-case basis in consultation with the parallel teachers, SACo and Programme Coordinator as necessary.

f. If parallel teachers decide that a task must be moved, they should check the assessment calendar and propose an alternate date. They must consider how

moving the date will clash with other subject areas, and how it will affect the learning time in their next unit.

    i. Summative process checkpoints in subject areas like Arts or Design are dates when the teachers and students have agreed to take stock of the learning done thus far, as reflected in the process journal which the student has maintained throughout the learning phase.

    ii. Process checkpoints are based on class work and so will not increase workload for students, even if they fall into the same week as hand-in or in-class tasks from other subjects.

    iii. For more information about the different kinds of summative assessment indicated on Managebac, see Appendix 2

g. After discussing the reasons for the change with their Subject Area Coordinator, the SACo speaks to the relevant Programme Coordinator and request the new deadline. Direct requests from teachers are rejected.

h. Parallel teachers reflect in the unit on Managebac if they had to change a deadline, so they can keep this in mind when planning the assessment calendar for the following year.

E. Recording and reporting student achievement

1. Reports are published three times a year. The report identifies the stage the student has reached in relation to the outcomes and criteria for each subject. The MYP report also indicates the students' achievement in interdisciplinary units.

2. For all in MYP, DP and CP

    a. The report grades strive to reflect the student's performance during the whole course up until that point.

    b. The report includes the student's self-reflection on the term.

    c. The report includes a comment from the mentor regarding the student's development as a lifelong learner.

    d. The report will monitor the student's progress in developing essential ATL skills.

> > > i. Each subject will report the students' progress with the development of at least one ATL skill per term.
> > e. School reports and IB results do not have a norm distribution.

3. For MYP students
   a. All criteria and all strands will be summatively assessed twice by the end of the school year.
   b. At the end of the first term not all criteria or criteria strands will have been summatively assessed, and as such, the grades are an estimate of performance.

   > > i. Subjects with two lesson periods a week report on at least two criteria in the first term.
   > > ii. Subjects with three or more lesson periods a week report on at least three criteria in the first term.
   > > iii. Some criteria may have an N/A, because they have not been summatively assessed yet.
   > > iv. As it is so early in the year, there are no final grades for the subject in the Term 1 report.
   > > v. Parents are encouraged to use Managebac to monitor results between term reports.

   c. At the end of the second term, all criteria strands have been assessed at least once and therefore the final criterion grades are indicative of achievement. (IBO, "MYP:From Principles into the Practice" 94)
   d. Report grades awarded in the MYP will be determined using the best-fit method. The best-fit method is determined by the teacher using evidence from the students' summative assessments as well as their own professional judgement, in order to determine the descriptor that best fits the students' ability.
   > > i. For examples of student reports and application of "best fit", please see Appendix 1.

4. For CP and DP students
   a. The report grade should reflect the students' ability at that point in time, applying the latest available May exam session grade boundaries published by the IB or BTEC.
   > > i. If a subject team choose not to apply the latest available grade boundaries, they must provide students with a clear explanation as to why they may not be appropriate (for example, in the case of an updated guide where a new assessment has no precedent grade boundaries).

b. Assessment results aim to reflect the student's ability across the whole course. For some subjects this will mean that assessments are cumulative. The nature of the DP courses can vary considerably and thus each subject area provides an overview of the grading process which will be included in the Programme of Assessments and Examinations which is submitted to the Dutch Inspectorate before 1st October each academic year.
c. For CP, in addition to the IB subject requirements, the BTEC component assessments will be clearly outlined in the CP Programme of Assessment and Examinations.

5. Predicted and forecasted grades

a. The IB requires each World School to submit predicted grades after the course of study and before the final examination session.
b. Some universities request Predicted Grades as early as October. Since only a little more than half of the course has been completed at that stage, we refer to the grades requested by universities as forecasted grades.
c. We strive to provide students, the IB and universities with accurate predictions: students need to work with realistic expectations and universities need to trust our predictions as a reliable source.
d. Predicted Grades and forecasted grades are based on the student's actual performance at the point when each is requested.
e. Since all subjects are different, the process for calculating predicted and forecasted grades can vary between subjects and subject groups. Each subject area informs the DP coordinator about their team's process for calculating predicted and forecasted grades.
    i. The process for calculating predicted and forecasted grades must be consistent within parallel teaching teams, and this process will be communicated to students.
b. Forecasted grades for universities are shared with students and parents upon request only.
    i. It is possible for students to request an updated forecasted grade, if their actual performance has improved since the forecasted grade was first calculated.
c. Provisional grades for formal IB Internal Assessments, TOK essays, TOK presentations and some externally assessed components are shared with the students. Though we strive to be accurate, students must be aware that these grades may change subject to external marking and/or moderation.

d. Please note that requests from parents or students to change grades, predicted, forecasted or otherwise will not be honoured.
e. Poor forecasted or Predicted Grades may have a negative effect on a student's morale. The student's teachers, mentor and parents will need to provide emotional support and continued encouragement.

6. Publication of external examination results
    a. Students receive information regarding their results in their exam information packages.
    b. Teachers receive results the day after they have been published for students.
    c. Examination session results, MYP, CP and DP will be emailed to the parents, published in the *AICS Newsletter* and on the school website and presented during the first Parent Information Evening of the school year.

7. Analysis/ evaluation of results

    a. The school is committed to the students' success in both the MYP5 e-assessments as well as the DP and CP examinations.
    b. Evaluation of DP and MYP5 IB Results Analysis
        i. Assessment guides the learning and teaching. The stakeholders involved in the results analysis are students, teachers, SACos, Programme Coordinators and the Leadership Team.
        ii. Students will be asked to provide feedback after their exams via a questionnaire.
        iii. Teachers fill in the G2 form individually. (DP Only)
        iv. Subject teachers complete a guided reflection form carefully considering how this will impact their teaching and the students' learning in the future.
        v. Teachers will also compare their Predicted Grades with the actual grades in order to determine trends and examine reasons behind discrepancies between Predicted and Final Grades.
        vi. The subject teachers will compare data and plans, identify commonalities and differences amongst other subjects in the subject area, develop ideas for improvement within the subject area.
        vii. The guided reflection leads to a strategic plan.

    c. For the Core elements of the programme, a yearly evaluation will take place between the mentors, Programme Coordinators, Heads of School

and the Core coordinators in order to discover trends, analyse data and suggest changes and improvements.

    d. For Interdisciplinary units, a separate evaluation session will be scheduled in order for teachers involved to review and suggest improvements for preparation and delivering Interdisciplinary units.

    e. The Programme Coordinators will distribute the Internal Assessment feedback forms and subject reports for both MYP and DP to the SACos.

        i. SACos lead teachers as they review these documents and adjust their action plans accordingly.

    f. The Programme Coordinators, Heads of School and Leadership Team carefully look at the results and feedback and seek further clarification from teachers.

    g. The Programme Coordinators analyse the data in relation to previous years, world averages and identify the effects of changes in approach by subject teachers.

    h. Line managers address the results and action plans in focus interviews with individual teachers. The focus will be on determining trends, analysing and comparing the results data and determining potential areas for professional development.

    i. The DP results are submitted to an external company for analysis outlining trends and can be submitted for further analysis if needed.

    j. This process will provide the context for the raw data for the Parents' evening each year at the beginning of October.

F. Common practices for summative assessments - MYP

1. In the IB programmes, summative assessments are assessed following a criterion-related approach. A criterion-related approach means that a mark can be awarded if most descriptions in a particular band have been met (IBO, "MYP: From Principles into Practice" 79.

2. Teachers provide task-specific clarifications of the MYP criteria for summative assessments.

3. Students are assessed on their language, only when this is explicit in the assessment criteria; also see section H.2 in this document. For more information please see *AICS Language Policy*, *MYP: From Principles into Practice* and the specific subject guide(s).

G. Common practices for summative assessment - DP and CP

1. In the IB programmes, summative assessments are assessed following a criterion-related approach. A criterion-related approach means that a mark can be awarded if most descriptions of a particular band have been met. (IBO, "DP: Principles into Practice" 78)

2. Students are assessed on their language only when this is explicit in the assessment criteria; also see section H.2 in this document. For more information please see *AICS Language Policy*, MYP *Principles into Practice* and the specific subject guide(s).
3. DP and CP teachers follow the marking criteria for the formal assessments in their subject areas.
    a. If DP and CP teachers design informal summative assessments which do not follow the formal assessment model, the assessment criteria is shared with the students when the task is published.
        i.   This includes examinations for Test Weeks.
    b. DP and CP teachers standardize their marking using strategies such as collaborative marking of informal summative tasks and examination of the marked sample assessments available on the My IB Program Resource Centre.

H. Inclusive Assessment in the Secondary School

1. Students new to the school
    a. New students will be assessed in the same manner as existing students

    b. If a student joins during the school year their mentor will liaise with the Heads of School and subject teachers regarding completion of upcoming summative tasks.
        i.   For MYP students, final grades will only be awarded once all the strands of a criterion have been assessed.
        ii. Special accommodations are made for MYP students with minimal levels of English following the EL0 programme or just emerging from the EL0 programme. *Please Section H3. Assessment for MYP EL0 Students below.*
    c. Students coming into the DP from non-MYP schools will be given a Maths and English placement test in order to determine the appropriate entry level. Students with an IB background will also be expected to take the Maths placement test.

2. Language and Assessment
    a. Students will take part in the language courses available in the structured curriculum that offer the appropriate level of challenge and will be assessed accordingly. Please refer to our *Language Policy* for further information.
    b. Students engaged in language learning as extra-curricular activities should apply Service or CAS learning outcomes where applicable. For CP students, this may be part of the Language Learning module

c. DP/CP students enrolled in School Supported Self-taught Literature or a Group 1 language programme not offered at AICS must complete those courses according to their respective guides. Tutors maintain regular contact with the SSST supervisor or DP Coordinator.

3. Assessment for MYP EL0 students
   a. The vision for our students with little to no English is to include them in all aspects of learning and everyday school life.
   b. EL0 lessons aim to use the subjects' content as part of the EL0 curriculum.
   c. The SST team monitor the engagement of EL0 students in their regular classes to ensure that they are being included.
   d. The EL0 teacher monitors the students' language progress and goals and communicates this to the subject teachers.
   e. The subject teachers consult with the EL0 teacher and SST in order to differentiate for the student.
   f. The EL0 teacher maintains dialogue between home and school in order to support the students in their acquisition of the English language beyond the classroom.
   g. Students with the same best language will be coupled to aid English language acquisition and social wellbeing.

   h. Timeline for EL0 and ELAX student integration: the entry/transition/exit terms refer to 3-month blocks.
      ii. Entry term
          ▪ Students attend the EL0 class for 3 months. These lessons are scheduled simultaneously with their normal classes, so students sometimes attend EL0 lessons instead of normal classes.
          ▪ Subject teachers differentiate tasks. For example, they may offer the students simplified texts, images instead of text or text in the students' best language.
          ▪ Students participate in the formative and summative assessment tasks, but they only receive written/oral comments and not grades.
          ▪ In the report card, the student does not receive the Summary of Achievement with grades. The mentor will instead summarize subject teachers' comments about the student's progress.
      iii. Transition term

- Students exit EL0 and enter the appropriate Language Acquisition phase.
- Teachers continue to differentiate for the student with simplified language/visual aids/in their best language if possible.
- Individual teachers decide whether students are ready to participate in the mainstream assessment in relation to the criteria.
- A student participating in the mainstream assessment adheres to the same expectations around Academic Integrity and submission requirements.
- Grades are published for those subjects in which the student has completed summative assessments.

iv. Exit term
- The students attend all classes and fully participate in the mainstream assessment.
- Students and parents manage their expectations regarding achievement. A level 1-2 in a subject can be the starting point for the developmental process.
- The mentor continues communicating with the parents.

v. Only the Exit term assessment will be referred to for promotion or other decisions about the student's progress.

vi. Any issues related to English language development during this term will be discussed with the mentor, and the SST team.

4. Individual Assessment Arrangements (IAA)

a. For external assessment such as the MYP5 eAssessment and DP examinations, individual students may need accommodations to ensure equal access to the tasks.

b. Applications must be made through the Student Care Coordinator and sent to the IB by the programme coordinator on behalf of the student.

c. The individual assessment arrangements are outlined in the students' Individual Education Plan which is available under "Documents" on iSams.

d. When the IB has approved an IAA for a student, teachers should strive to ensure this becomes the "usual way of working" for the student during internal assessment. E.g. if the IB have approved use of a laptop in the DP examinations, the student is allowed to type their responses during internal tests. (IBO, "Assessment" 127)

e. Regardless of the IAA, the learning outcomes are not changed and the student must not be placed at an unfair advantage or disadvantage(IBO, "Assessment" 126).

f. For in-class summative assessment tasks, the teacher will use professional judgement to determine the best course of action. In case of doubt, one of the Programme Coordinators is consulted.

g. For formal or informal hand-in summative tasks, no extra time will be allocated (e.g. Lab Reports, Personal Project). In the event that extra is necessary, the Programme Coordinator makes the final decision.

Making the Policy Available

1. The Programme Coordinators ensure the teachers are aware of the updated policy by publishing it and inviting them to read it via the AICS Weekly and the relevant Managebac teachers message boards.

2. The policy is published on the school website at the end of the 2020-2021 academic year.

3. All teachers are tested on their knowledge of the AICS Assessment Policy as well as IB assessment philosophy and practices through completion of a quiz in September 2021.
   a. The same resource can be used by teachers who arrive later in the year.

4. With the support of the relevant Programme Coordinators, mentors ensure that students are aware of the Assessment Policy.

5. Mentors make parents aware of the Assessment Policy at the Parents Evening at the beginning of the academic year.

6. Teachers explicitly remind students of relevant aspects of the Assessment Policy during regular teaching and learning.
   a. This includes using the language of the policy, as outlined in the Glossary.

7. The Programme Coordinators monitor compliance with the AICS Assessment Policy and IB regulations via Managebac, SACo Meetings and the Assessment Calendar.

Reviewing the Assessment Policy

1. The DP Coordinator and the PYP Coordinator formed a committee including Primary and Secondary teachers as well as parents of Primary and Secondary students and representatives from the MYP and DP student bodies.

2. They followed a design process moving through five phases:
   a. Understanding - the group read through the current policy and flagged aspects which were not working or needed further clarification, to understand what we needed from the revised policy.

b. Defining - The group worked together to define what we want for assessment at AICS and the role the policy plays in supporting quality assessment.
c. Ideation - Committee members suggested ideas for improvements to the policy. There were focused discussions around feedback, management of tasks and reporting. Smaller group discussions were led by the Programme Coordinators with students, teachers and the school leadership team.
d. Prototype - A draft policy was developed and shared first with the committee and then with a larger group of teachers and the school leadership team. Their feedback was taken into consideration in the final stages of the policy's development. All AICS policies are sent to the Participation Council for approval.
e. Implementation - This policy will be published on 11th June and will be implemented from August 2021.

3. In the second year of the policy (August 2022 - July 2023) feedback will be collected from all stakeholders.
a. The students provide feedback via their mentors and the Student Council, coordinated by the Programme Coordinator.
b. Teachers bring feedback up to their SACos as they use the policy. The feedback will be collated twice a year during the weekly SACo meetings.
c. The Programme Coordinator will survey staff directly for feedback on the policy.
d. Feedback from parents will be requested through the review committee, led by the Programme Coordinators.
e. The Programme Coordinators will continue to research assessment best practices and record possible updates to the policy.
f. A review committee led by the Programme Coordinators will be formed in March 2023 representing all stakeholders. They will address the feedback and incorporate this into the policy as appropriate.
g. The revised policy will then be submitted to the Participation Council for approval.

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Appendix 1 - MYP Report Criteria and "Best Fit"

Here is an example of a Term 1 report for Product Design. The student has not been summatively assessed for Criterion C or D, since this subject has only two lesson periods per week.

Product Design		A	B	C	D
		6	6	N/A	N/A

Here is the same student's report in Term 2. The student has been summatively assessed for all Criteria, so they receive a Final Grade for the subject. They have also improved their Criteria B grade.

Product Design		A	B	C	D	
		6	7	7	6	6

The grade for each criteria is awarded by the teacher according to "best fit".

The following information about "best fit" was provided in an IB Category 3 Workshop "Managing Assessment in the MYP" presented by Kym Brotherton in 2019.

Pages 91-92 of MYP - From Principles into Practice (2014) inform practitioners about using professional judgment to determine a final grade. The following is intended to create a practical example for coordinators to use to inform their colleagues on how they are to arrive at a final judgment. The best-fit approach is where teachers apply a final judgment on the students' achievement in relation to the MYP criteria. Teachers should consult data from formative assessment (often kept separate), summative assessment and also factor in elements like the changing patterns of performance, consistency of results and mitigating circumstances.

Below is a sample of a teacher's grade book for her summative assessment tasks and that teacher's rationale for their final judgments. Formative tasks such as quizzes, discussions, group work, homework, exit tickets etc. would be recorded elsewhere and kept as evidence of the learning.

	Criteria A				Criteria B			Criteria C				Criteria D					
	(Unit Test Oct 18th)	(Essay Dec. 5th)	(Group Project Jan 20th)	(Presentation Feb 1st)	A (Overall Judgment)	(Unit Test Oct 18th)	(Essay – Dec. 5th)	B (Overall Judgment)	(Essay Dec. 5th)	(Group Project Jan 20th)	(Presentation Feb 1st)	C (Overall Judgment)	(Unit Test Oct 18th)	(Group Project Jan 20th)	(Presentation Feb 1st)	D (Overall Judgment)	Total (Grade Boundaries)	IB "1 to 7" Grade
Ali	4	6	7	7	7	5	6	5	8	7	7	7	4	6	6	6	25	6
Juan	7	3*	8	7	7	6	4*	5	7	3*	7	7	8	7	8	8	27	6
Zoya	6	5	4	4	4	6	4	5	5	5	3	5	4	4	4	4	18	4
Yin	2	3	5	5	5	2	5	5	2	4	4	4	2	6	6	6	20	5
Ann	2	7	7	3	6	3	4	4	3	5	3	4	6	6	3	4	18	4

To make her final judgment, the teacher looked at the IB rubrics to apply the best fit approach. In addition to the summative grades above, she also consulted her formative assessment data and patterns of achievement and mitigating circumstances.

Here are her justifications*:
- Ali is a student who consistently performed well in all criteria. She showed significant improvement in Criterion A throughout the term. After consulting the rubric, the teacher was satisfied that Level 7 was the best fit for describing Ann's ability in that domain.
- Juan had a family emergency at the time of his Essay. A conscientious student, he submitted a paper that was below his normal standard. Formative assessments (work done in class) leading up to and as part of the essay show that he has excellent knowledge and understanding. The teacher was satisfied that Juan's emergency was a mitigating factor and the rubric described his overall ability in those domains. The teacher could easily justify that Juan was a level 7 student overall.
- Zoya started the term well but her interest in school and the quality of work has been declining. By applying the best-fit approach, the teacher could not confidently justify the descriptions in the higher levels, and so lower levels were awarded in most cases.
- Yin was a new student to the MYP. Her earlier work was weak but she has shown significant improvement in all areas. The teacher was confident that Yin has learned the material and therefore chose to focus on descriptors that reflected Yin's more recent performance.
- Ann had a mix of good grades and weak ones. Her group project1 and essay were of high quality but the test and presentation were of poor quality. Ann was asked some questions about her essay which she struggled to answer. The best-fit approach led the teacher to the conclusion that the scores on the test and presentation were more accurate descriptors of Ann's abilities.

*Please note that it is not an expectation that teachers document justifications for their best-fit judgments.

Appendix 2 – Managebac colour coding in Secondary

Managebac is a useful tool to help students develop the self-management skills they need to succeed academically and beyond school. We use colour codes to indicate the kind of task, so students are better able to understand the expectations, and to manage their time effectively. Most learning and preparation for summative assessment occurs during lesson time, however students are more likely to excel if they independently engage with revision, practice and knowledge development beyond the classroom.

In-Class Summative Assessment Task #741b47

A test, speech, presentation or performance is an in-class task. Students may be required to hand in documentation (like their speech notes), but they will only be graded on the skills and knowledge they can demonstrate independently during the set time.

Independent engagement to prepare before the in-class task date could involve booking a space to rehearse, completing practice tests, reviewing notes from lessons, developing a script or creating palm cards etc.

Hand-in Summative Assessment Task #df36a2

Created over time, a hand-in task involves a drafting and development process, may involve ample class time, and opportunities for teacher or peer feedback before the final submission deadline. The student is assessed on the final product.

Independent engagement to prepare before the hand-in deadline could involve booking into a workshop or lab after school to work collaboratively, drafting or discussing the progressing work with family at home, research in the library etc.

Summative Process Checkpoint #c27ba0

In some subjects like Arts and Design, students engage in creative cycles which involve ongoing development and reflection. Students work through these cycles during lesson times, and these checkpoints are moments where students are assessed on their engagement with that process.

Independent engagement to prepare before the checkpoint could involve updating the process journal, self-directed research and practice or discussions with peers and teachers.

Formative ATL Task #f1c232

Approaches to Learning skills are essential for cross curricular academic success. Subject Teachers design opportunities for students to develop the ATL skills, and monitor the students' progress through specific tasks which are planned in the unit.

Independent engagement to prepare for the task could involve independent research, reading or reflection and discussions with peers, parents and teachers.

Formative Task #6aa84f

Formative assessment takes place at numerous points throughout a learning phase. It can take many forms, depending on the subject, the teacher and the students' needs and interests. Some formative tasks will be scheduled on Managebac, but they don't have to be.

Independent engagement to prepare for the task could involve developing or revising work completed in class. Self-directed research, reading and reflection as well as discussions with peers, parents and teachers is also encouraged.

1. Teachers should set home-learning tasks that are reasonable in relation to the student's age and year level.
2. Home-learning tasks set by a teacher should have a clear purpose and clear instructions.
3. If home-learning tasks have been set by the teacher, students should have the opportunity for feedback on and/or sharing of their work.
4. Teachers should indicate how much time the set home-learning task should take.
5. Home-learning task deadlines are only set between 8:30am and 8:30pm on school days.
6. When setting home-learning tasks, teachers must be conscientious of their students' summative task workload in other subjects. It is easy to check the year level's calendar on Managebac or the Whole School Assessment Calendar.
7. Home-learning should clearly relate to school learning and be meaningful in relation to the objectives of the subject.
8. Teachers are requested to minimise screen time for home-learning where possible.
9. Home learning should not cause conflict in the home or undue stress for the students and their families.
10. Students are also encouraged to identify their own home-learning goals and tasks, based on feedback they have received, learning they have undertaken, or future tasks for which they want to prepare.
11. Home-learning is an ideal opportunity for student to develop their ATL skill of self-management organisation, using home-learning time to look ahead to future deadlines and plan their approach to complex tasks.
12. Home-learning is an ideal opportunity for students to broaden their horizons and develop their interests further through projects in their community, Service and/or CAS activities
13. Parents/guardians are encouraged to discuss the student's learning in school and create opportunities for authentic learning outside of school (for example visiting a museum, practising a language or reading the set novel together).

1. Managing competing priorities and honouring deadlines are essential self-management skills which students must develop.
2. Teachers help students meet deadlines by using Managebac appropriately. See Section C7-9. of this policy for more details about what students can expect from teachers, in order to help them plan ahead.
3. The consequences for non-completion or late submission of a formative assessment are at the discretion of individual teachers.
   a. Teachers keep a record of their students' completion of formative assessment tasks.
   b. Teachers inform a student's mentor and/or parents if they see a pattern of disorganisation emerging.
4. If a student completes a summative task late, it comprises the validity of the assessment, as their skills demonstration has occurred on a different timeline to the rest of the cohort, and they may have taken an unfair advantage. (IBO, July 2019 p44-49)
5. Late completion of a summative task also impacts the teacher's grading efficacy and efficiency. (IBO, July 2019 p48)
6. In-Class summative assessment tasks require the student to be present at school to complete the task.
   a. If parents are scheduling essential appointments during the school day, they should check Managebac to see if any summative assessments are planned.
   b. An appointment is generally *not* a valid reason for absence on the day of an in-class task.
   c. If a student is genuinely ill on the day of an in-class summative assessment task, the parent (or student, if they are over 18) should email the teacher in the morning to explain the absence.
   d. If a student is absent during an in-class summative task - valid reason or not - the teacher will record the absence as a comment on the student's profile in iSAMS, to monitor a potential pattern.
   e. The teacher will schedule a catch-up session for the student to complete the assessment.
   f. The teacher may change the details of the summative task to ensure the integrity of the assessment.

7. Final examinations and eAssessments in DP, CP and MYP5 are scheduled by the IB and BTEC and those schedules are non-negotiable.
   a. Students must attend all examinations and eAssessment sessions for which they are registered, or their final grade will reflect that missed component.

   b. If a student is genuinely ill on the day of an examination or eAssessment, the parent (or student, if they are over 18) should email the relevant Programme Coordinator in the morning to explain the absence.
   c. It is at the Programme Coordinator's discretion if an application for an emergency rescheduling will be submitted to the IB. Cases will be evaluated on an individual basis and decided by the IB.
   d. Points 6a and 6b also apply to internally scheduled Test Weeks and Preliminary examinations and eAssessments.
      i. Rescheduling Test Week or Preliminary examinations is at the discretion of the Programme Coordinator.
8. If a student submits a hand-in summative assessment late, they have demonstrated poor self-management skills, taken an unfair advantage over their peers and compromised their own academic integrity.
   a. If a student is ill on the day of a hand-in task, they can still submit their assessment electronically via Managebac.
   b. If a student in MYP1, 2 or 3 submits a task to the Managebac dropbox after the deadline:
      i. It is automatically marked "late".
      ii. The teacher will inform the mentor and the student's parents of the late submission.
      iii. The teacher will record the late submission as a comment on the student's profile in iSAMS, to monitor a potential pattern of disorganisation.
      iv. If the task is handed in within 24 hours of the original deadline, it will be marked by the teacher and the student will receive feedback.
         ○ If the task was due at 5pm on a Friday, then it must be submitted by 5pm on Saturday to be valid for marking.
         ○ The above also applies if a task was due the day before a public holiday or vacation.
         ○ Failure to submit the task within 24hrs will render the task invalid, and it will not be marked.
      v. The teacher will make a plan to help the student meet the next summative task deadline in that subject.

vi.   If the mentor notices a pattern of late submission across subject areas, they will organise a meeting with the student and parents to create a Learning Support Plan with a focus on ATL - Self-Management - Organisation.

vii.   The student's organisation will be monitored by their teachers and mentor.

viii.   The student's promotion will be decided based on a holistic view of their performance across the year in relation to the promotion criteria as outlined in the School Guide

c.   If a student in MYP4, 5, DP or CP submits an informal summative hand-in task to the Managebac dropbox after the deadline:

    i.   It is automatically marked "late".

    ii.   The task is invalid and will not be marked.

    iii.   The student will receive an N/A for the task and the teacher will write a comment in Managebac gradebook clearly stating that the student chose to submit the task late.

    iv.   The teacher will inform the mentor and the student's parents of the late submission.

    v.   The teacher will record the late submission as a comment on the student's profile in iSAMS, to monitor a potential pattern of disorganisation.

    vi.   The teacher will make a plan to help the student meet the next summative task deadline in that subject.

    vii.   If the mentor notices a pattern of late submission across subject areas, they will organise a meeting with the student and parents to create an Learning Support Plan with a focus on ATL - Self-Management - Organisation.

    viii.   The student's organisation will be monitored by their teachers and mentor.

    ix.   The student's promotion will be decided based on a holistic view of their performance across the year in relation to the promotion criteria as outlined in the School Guide

d.   If a student in MYP5 or DP/CP student submits a formal summative hand-in task to the Managebac dropbox after the deadline:

    i.   It is automatically marked "late".

    ii.   The teacher will inform the mentor and the student's parents of the late submission.

iii.   The teacher will record the late submission as a comment on the student's profile in iSAMS, to monitor a potential pattern of disorganisation.

iv.   The student must contact the relevant Programme Coordinator to make an appeal.

v.   It is at the Programme Coordinator's discretion to allow the late submission to be marked and submitted to the IB.

9. If a student has a valid reason for needing an extension on a deadline, they can request one via the Request for Extension form.

a.   This form must be completed and a copy emailed to the class teacher with parents in CC: at least 24 school day hours before a task deadline.

○   If a task is due on a Monday, the extension request must be submitted on or before the previous Friday, since teachers will not be checking emails over the weekend.

b.   Extensions which have been correctly requested via the form will be granted at the discretion of the class teacher.

i.   The teacher may consult the student's mentor, their SACo or the Programme Coordinator to help them with the decision.

ii.   The teacher decides the revised deadline.

c.   A record of the extension request is kept by the Programme Coordinators so they can monitor patterns if they emerge.

d.   If the extension is granted and the student fails to meet the revised deadline, then the task is invalid and will not be marked. They will receive an N/A for the task.

10. For information about the consequences of other breaches of Academic Integrity, please refer to the AICS Academic Honesty Policy (2021)