

Assessment Policy

2024



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

Assessment Policy 2024

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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:

In the IB, quality assessments are seen as:

- relevant—supporting learning objectives and curriculum outcomes
- meaningful—assessing what is important and not just what is easy to measure
- authentic—reflecting ways in which our students may encounter these activities in the real world
- universally designed- fair, valid and inclusive
- stimulating—extending learning and considering wider student competencies and higher-order cognitive skills
- valid—balancing important principles, such as construct relevance, fairness, manageability, reliability and comparability, to reach the intended purpose of assessment
- fit for purpose—designed, implemented and interpreted in a consistent way to fulfil the purposes for which they are intended
- aligned with IB education philosophy—supporting the IB education philosophy and in line with the ATL and the learner profile (“Teaching and learning informed by assessment”).

Primary School- Primary Years Programme

The core purpose of assessment in the Primary Years Programme is to inform teaching and learning. All members of our 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). Collaboration and a shared language are both centrally important to an assessment-capable learning community.

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

The core purpose of formative and summative assessment in the Secondary school is to inform teaching and learning. 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.

1. Implementation of formative assessment

Formative assessments are designed and conducted throughout the unit to consolidate contextual, conceptual and content knowledge and skills of the unit, to build strong ATL skills and to train students’ agency of learning. It informs the learning of the students and through clear feedback, students are able to process their learning.

Formative assessments can take various forms and are accompanied by different types of evaluation or feedback (self-evaluation, peer evaluation, etc.). Teachers decide collaboratively the type and contents of these assessments and make sure to guide the process by offering adequate feedback and support in a timely manner.

a) Formative assessment in PYP

Formative assessment in the PYP occurs throughout the learning process, driven by teacher/student conversations and interactions. Formative assessment is an ongoing process that can take many forms in a Primary classroom and is supported by a teacher monitoring and documenting learning.

b) Formative assessment of IB components in MYP and DP/CP

Formative assessment of IB components (MYP PP, MYP5 ePortfolio, DP Internal assessment t/Extended Essays/Reflective project, TOK components) must be submitted on Managebac where also detailed feedback will be given to students to improve the draft for the final version. For these components, it is advised that students and teachers have a shared Google Doc with the Draft Coach extension so the process can be guided through the subject teacher and checked against academic misconduct:-

2. Implementation of summative assessment

Summative assessments are the end evaluation of the formative learning process carried throughout each unit and aligned with Subject-specific criteria. In MYP, DP and CP, the summative assessments are performed as a hand-in assessment and an in-class assessment. The school approaches summative assessments in a holistic manner wherein teachers provide a variety of assessment tasks to assess the students' competencies following the IB guidelines. To streamline assessments within each program, MYP summative evaluations integrate multiple criteria where possible, while DP/CP students benefit from designated test weeks for larger assessments.

Standardization is an essential process for all summative assessments to ensure quality education and alignment within each subject group which happens throughout the year. This process takes place in Subject area meetings or is scheduled in accordance with different teachers.

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.

Standardisation and Moderation

Standardisation and moderation are essential quality assurance processes that support fair, valid and reliable assessment practices. Together, these processes ensure that assessment decisions are consistent, aligned with IB assessment criteria and comparable across classes, year levels and IB World Schools.

Standardisation

Standardisation is an internal professional process in which teachers collaboratively apply assessment criteria to ensure consistency in assessment decisions across classes and programmes. Standardisation takes place throughout the school year and is overseen by the Subject Area Coordinator (SACo).

Where more than one teacher teaches the same year level, teachers collaborate to:

- design assessment tasks that are aligned with the intended learning outcomes and assessment criteria;
- provide equitable assessment conditions, ensuring students have had comparable learning opportunities;
- review samples of student work representing a range of achievement levels;
- compare assessment decisions against the published assessment criteria;
- discuss differences in professional judgement; and
- reach a shared understanding of the standards required for each achievement level.

The standardisation process normally involves two or more teachers reviewing student work from different classes. The exact process depends on the size of the cohort and the nature of the assessment.

For all official IB assessment components in the MYP, DP and CP, teachers undertake standardisation before grades are submitted to the IB. Samples of student work are reviewed collaboratively to ensure assessment decisions are consistent with IB assessment criteria. Examiner reports, subject-specific guidance and previous moderation feedback are used to inform professional discussions and maintain consistency across subject teams.

Internal Assessments are standardised within each subject group and involve all teachers responsible for students whose work is submitted to the IB.

For the Personal Project, Extended Essay and Reflective Project, every piece of work is reviewed by at least one additional teacher. Assessment decisions are discussed collaboratively until a shared professional judgement has been reached.

For BTEC qualifications, internal standardisation is followed by the required Internal Verification procedures in accordance with Pearson requirements.

Moderation

Moderation is the external quality assurance process conducted by the International Baccalaureate for internally assessed components of the MYP, DP and CP programmes.

Following the school's internal standardisation process, samples of student work are submitted to the IB for moderation. The purpose of moderation is to ensure that assessment standards are applied consistently across all IB

World Schools. Where necessary, the IB may adjust marks to align with the global standard.

a) Summative assessment in the PYP

In the PYP, summative assessments are used to inform teaching and learning. Teachers use the data gained from formative assessments and combine this with summative assessment data to use as examples of achievement and for reporting purposes.

Summative assessments are linked to intended learning outcomes in terms of knowledge (what students know), skills (what students are able to do) and conceptual understanding (what students learn to understand). Both formative and summative assessments help to determine a student's readiness to progress to the next stages of education.

Teachers use a range of assessment data collected from the whole Unit of Inquiry to inform the summative assessment process. These are not limited to the end of a unit, but may be gathered throughout a unit of inquiry. The Scope and Sequence concepts and outcomes of each subject inform teachers' process of designing and implementing summative assessments.

b) Summative assessments in the MYP

In the IB programmes, summative assessments are assessed following a criterion-related approach. According to this approach, a mark can be awarded if most descriptions in a particular level of achievement have been met. Teachers provide task-specific clarifications of the MYP criteria for summative assessments. According to the IB principles, the students are assessed twice per strand per subject group and per school year. All criteria need to be assessed before a student can receive a final grade.

c) Summative assessments in the DP

In the IB programmes, summative assessments are assessed following a criterion-related approach. According to this approach, a mark can be awarded if most descriptions of a particular band have been met. Teachers weigh their summative assessment according to the format of the summative task. The weight of each summative assessment is explicitly stated in the assessment calendar and on Manage Bac. To determine the final grade on an assessment, teachers collaboratively decide on the grade boundaries that fit the assessment within the same subject.

d) Test weeks, DP/CP and eAssessment Preliminary examinations

These assessments are crucial milestones for students, serving as vital indicators of their abilities and skills while offering invaluable insights to guide teaching and learning in the classroom. The results will be included as part of the student's summative assessment record and will be taken into account for their forecasted and predicted grades. In CP BTEC level 3, Business assessments will be conducted in class, per unit and these assessments are internally assessed and externally moderated.

e) eAssessment, CP and DP final examinations

At AICS we offer the eAssessment for MYP5 where students receive the MYP5 certificate or the course overview at the end of MYP5. The DP/CP examinations 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. In addition, CP students sitting BTEC exams are subject to Pearson regulations.

f) External Assessments

In the PYP, we use external assessment data from PTM and PTE testing as an additional check alongside ongoing teacher assessment. Testing can indicate additional support or additional challenge we may not have fully considered from classroom assessment. The intention of the data is to support, not lead, our assessment of students' how children are doing and making progress with their learning.

CAT4 external assessment in Group 5 (PYP), MYP1, MYP4 and new students in CP/DP1 are used to monitor and improve the success rates of students. They provide us with an analysis of potential student achievement.

3. Communicating Assessment - Managebac, Google, Assessment Calendar and ISAMS

Formative and summative tasks should not be set immediately after a holiday or before test weeks in DP1 and Prelims exams in MYP5 and DP/CP2. Teachers teaching parallel classes should aim to complete their summative assessment during the same week. When many unexpected interruptions to the learning phase occur, it is possible to change the assessment deadline, however, it must be approved by the SACO and the relevant programme coordinator. AICS uses three main tools for students and teachers to communicate formative and summative assessment processes and tasks:

a) Managebac

Managebac is a tool the school uses to report on student learning in the PYP and help all members of the community keep track of the learning in the MYP, CP and DP. Teachers publish unit plans, resources and messages as well as learning and assessment tasks on Managebac.

Managebac and the Assessment calendar need to have all summative tasks and formative IB component drafts added before October 1 so students and teachers can plan ahead. Formative assessment can be added throughout the year but should be in accordance with parallel classes and the students' feedback.

Manage Bac is used for the feedback on formative and summative assessments and publishing the grades for the students. It also provides the students with the resources for each subject.

Summative tasks are not to be set after school hours at 16:30. Students should only upload PDF documents unless indicated otherwise in the task-specific clarification on Managebac to avoid downloading issues. In cases of audio or video submissions, the teacher will indicate the appropriate format.

The Categories for Managebac tasks are:

1. Formative Progress Feedback
2. Formative assessment / Home learning/ Class work
3. In-class summative assessment
4. Hand-in summative assessment

Teachers should provide students with feedback on their work. Feedback for formative assessments is crucial as it facilitates learning. This feedback can be delivered at the teacher's discretion through Google Docs or ManageBac. Formative assessment and formative progress feedback are both tools used to monitor student learning, but with slightly different approaches. Formative assessment encompasses a wider range of activities, often smaller tasks integrated into classwork and homework. These are mostly check-ins throughout the learning journey. Formative progress feedback, on the other hand, is a specific type of formative assessment, often delivered on platforms like ManageBac. It focuses on providing feedback on larger tasks or projects to help students improve their work before a final summative assessment. For summative assessments and IB Components Feedback must be recorded on ManageBac. If students have questions about their feedback, they should be able to discuss them with their subject teachers.

b) Home learning

Home learning is considered a formative assessment and should be reasonable in relation to the student's age and year level. It is advised that MYP1-2 students do not receive home learning tasks from teachers but rather revise material from class in regard to their own learning goals. For MYP3-DP/CP2 home-learning tasks set by a teacher should have a clear purpose and clear instructions and be in discussion with the students and relation to other deadlines already set on Managebac for other subjects.

c) Google Classroom, Google Docs and Google Calendar in the MYP, DP and CP

Besides Managebac, Google Docs and Google Classroom are useful tools to track the progress of the students and support them through formative and summative assessments. The Google Doc extension of 'Turnitin Draft Coach' helps students to check grammar, citations and similarity. Students can use Google Calendar to set themselves learning goals and separate bigger tasks into smaller parts. As well as this, Google Calendar is an important tool for students to keep track of individual meetings with teachers in connection with summative assessment & CORE components and ultimately to develop self-management skills.

d) Assessment Calendar

Managebac is in accordance with the Assessment Calendar and provides an overview of all summative assessments as well as formative IB component drafts throughout the year. Teachers adhere to an assessment calendar that is published for the whole school community on our website and reflected on Managebac. Changes can only be made in agreement with SACO and programme coordinators and changes should be published at least 10 days before the due date on Managebac and the Assessment Calendar. After teachers have made the necessary amendments, the Assessment Calendar is published before October 1.

e) ISAMS

ISAMS is used for tracking the progress of individual students recording praise, academic misconduct, absence and lateness, missing deadlines and summative assessments in the MYP, DP and CP. Additionally, ISAMS is used to prepare exam timetables and seating plans for the official IB exams of MYP/DP and CP as well as the test weeks of DP/CP1.

3.1 Deadline procedure in MYP, DP and CP

We aim to foster students' skills in meeting deadlines and effectively planning their tasks. To achieve this goal, students receive guidance in Approaches to Learning (ATL) skills, including self-management skills, during both subject and mentor classes. Should a student face difficulty meeting a deadline due to illness or another valid reason, they may request an extension up to 24 hours before the deadline, using the provided extension form on Managebac. The decision to grant or deny an extension rests solely with their subject teacher. Summative tasks are scheduled within school hours, typically between 8:30 AM and 4:30 PM, ideally aligning with students' lesson times for that particular subject. Summative task deadlines are not set on the day immediately following a holiday or in the week before DP1 test week and MYP5 and DP/CP2 Prelims.

When students miss a deadline and are not excused by parents the following rules apply:

- For formative assessment, students will not receive feedback.
- For summative assessments, the students will receive an N/A. This is recorded on ISAMS: Reward and Conduct Manager by the subject teacher. The mentor keeps track of the pattern which will be considered in the holistic student's progress. This may have an impact on the promotion of the student to the next level.
- For IB components formative assessment (DP: TOK, EE, IA, MYP5: PP draft and final report, ePortfolio). The teacher/ supervisor will email the student and parents to submit within 24 hours (template on ISAMS). The students can request a 24-hour extension through the extension form that may be granted by the teacher/supervisor.

If students have received an extension and/or excused:

- For summative and on rare occasions also for formative assessments, students will be asked to catch up during catch-up sessions on Thursday morning.
- Students can only catch up once during a catch-up session. If a student does not appear without a good reason during a catch-up session the N/A applies and it will be recorded on ISAMS under Reward and Conduct Manager by the subject teacher. This will lead to an incomplete assessment portfolio impacting the promotion.

MYP1-MYP3 students have a grace period of 24 hours to hand in their

summative task after which the same rules apply as above. This is recorded on ISAMS in order to track their self-management skills.

4. Reporting Assessment

In PYP, we provide students and parents with two term reports and one self reflection report. PYP reports consist of a report on knowledge and skills learned as well as areas for development.

In MYP, DP and CP, we provide the students with two progress reports and two term reports. The details of each report can be found in the table below.

The term report grades strive to reflect the student's performance during the whole course up until that point. The progress indicators strive to reflect the progress of the students up to that point using the progress indicators: effort, engagement, collaboration and organisation.

Term	Progress T1	Term 1	Progress T2	Term 2
PYP	Thinking levels ATL/Learner Profile Progress		Self Reflection Reports	Thinking level ATL/Learner Profile Progress
MYP	Progress indicators, Service PP (MYP5)	Subject grades ATLs progress CORE progress	Progress indicators, Service PP (MYP5) Predicted grades (MYP5)	Subject grades ATLs, CORE results
DP	Progress indicators CORE progress	Subject grades CORE progress	DP1: subject grades, CORE progress DP2: final report with predicted grades and CORE final	DP1 only: subject grades CORE progress
CP	Progress indicators BTEC CORE progress	DP grades BTEC CORE progress	DP grades Progress indicators BTEC CORE progress	DP grades BTEC CORE progress

a) Reports in PYP

Student academic term reports serve the purpose of regular, formal documentation of learning achievements and areas for improvement. Reports include comments on the conceptual understanding for each Unit of Inquiry, a child's Literacy and Mathematics development, and comments about PHE and

Language Acquisition (either Dutch or English). The IB Learner Profile and Approaches to Learning skills are also commented on in the report. Once per year, each student completes a self reflection report. These reports highlight a student's achievements and self understanding of areas for development. The self reflection report focuses on the Approaches to Learning.

b) Reports in MYP

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 student's ability. At the end of the second term, all criteria strands have been assessed at least twice and therefore the final criterion grades are indicative of achievement.

c) Reports in DP

The report grade should reflect the students' ability at that point in time, taking into account all grades across the DP programme. To determine a final grade for a summative assessment teachers apply the same grade boundaries across the same subjects. If a subject team chooses 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).

If more than one grade is available for a term report the subject teachers take a holistic approach on the students performance and the type of summative assessments given. There are different weighting for each summative assessment published in the Assessment calendar.

d) Reports in CP

The report grade should reflect the students' ability at that point in time, taking into account the grades of three DP subjects (Mathematics, English and Geography or Environmental Systems and Society). To determine a final grade for a summative assessment teachers apply the same grade boundaries across the same subjects. Another part within the Career Related Studies (CRS) is the Business program (BTEC) from Pearson. The program consists of nine business units which are continuously assessed over the two years. If a grade is available at the moment the reports are published it will be reflected in the report. The final grade can only be provided after completion of the whole course.

e) N/A - not assessed on the reports

There are different reasons why a student may have an N/A as a final grade on their report:

Students are new to the school and have not been assessed

- Students with low English skills
- Not all criteria assessed yet in MYP
- Students had a long term absence
- Student did not hand in summative assessment or missed an in-class summative
- A student has committed academic misconduct

When a student receives an N/A on their report a teacher writes a comment to explain the reason for the student not being assessed. However, missing deadlines or summative assessments consistently and without a valid reason can impact a student's progress. In some cases, this may lead to needing to repeat the current year. This emphasizes the importance of meeting deadlines and actively participating in assessments to ensure successful academic progression.

f) Analysis of student progress

To ensure all students reach their full potential, we employ a data-driven approach. By analyzing information from both ISAMS, CAT4 and Managebac reports, we gain a comprehensive and holistic view of students' performance. This in-depth analysis allows us to evaluate the quality of teaching and learning, monitor progress, pinpoint individual needs, and collaborate with parents, students, mentors, and teachers. This collaborative effort ensures timely interventions and personalized support plans, fostering a successful learning environment for all. The analysis of the students progress is a crucial part of the promotion criteria. Please refer to the school guide on the website for further details.

g) Predicted and forecasted grades

The IB requires each World School to submit predicted grades after the course of study and before the final examination session. 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. Predicted Grades and forecasted grades are based on the student's actual performance at the point when each is requested.

h) Analysis of MYP5 and CP/DP2 results

As a continuum school, we analyze the IB results of MYP5 and CP/DP2 alongside the results from each program. This analysis encompasses the MYP5 eAssessment outcomes to support the transition from MYP to D/CP and the subject choices, as well as the performance in CP in comparison with the DP results. Subject teachers within each program collaborate to reflect on these results alongside predicted grades and overall student performance. This analysis helps us set new goals for the next school year.

5. Inclusive Assessment in the Secondary School

If a student joins during the school year their mentor will liaise with the IB coordinator and subject teachers regarding completion of upcoming summative tasks. 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. Students with little or no English skills participate in the formative and summative assessment tasks, but they only receive written/oral comments and not grades.

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.

a) Individual Assessment Arrangements (IAA)

For external assessments such as the MYP5 eAssessment and DP examinations the IB coordinator together with the wellbeing team applies for exam accommodation for students with special needs. This arrangement should be already in place in school before the IB application and an updated psychological report supports this arrangement. Besides the IB application for external assessment, the individual assessment arrangements are outlined in the students' Support Plan which is recorded on ISAMS and accessible to all teachers who teach the student. Please also refer to our Inclusion policy for more information.

Rights and Responsibilities

Students

Students have the right to:

- Receive meaningful, fair, valid and inclusive assessment opportunities.
- Understand the learning objectives, success criteria and assessment expectations before completing assessment tasks.
- Receive timely and constructive feedback that supports their learning.
- Be assessed using transparent and consistent criteria.
- Access appropriate support and inclusive assessment arrangements where applicable.
- Request clarification about assessment tasks, criteria and feedback.
- Be informed of assessment deadlines and any approved changes in sufficient time.
- Learn in an environment that promotes academic integrity and student agency.

Students are expected to:

- Engage actively in their learning and assessment processes.
- Complete formative and summative assessment tasks to the best of their ability.
- Meet published assessment deadlines and communicate promptly with teachers when difficulties arise.
- Act upon feedback to improve future learning.
- Demonstrate academic integrity in all submitted work.
- Take responsibility for organising their workload and developing effective self-management skills.
- Use ManageBac, Google Classroom and other approved platforms appropriately.
- Seek support when additional guidance is required.

Teachers

Teachers have the right to:

- Exercise professional judgement when designing, implementing and evaluating assessment.
- Collaborate with colleagues to ensure consistency and standardisation.
- Receive support from Subject Area Coordinators and Programme Coordinators.

- Access professional learning relating to assessment practices.
- Expect students to complete assessment tasks honestly and within agreed timelines.

Teachers are expected to:

- Design assessment that is relevant, meaningful, authentic, inclusive and aligned with IB philosophy.
- Ensure assessment supports teaching and learning.
- Clearly communicate assessment expectations, criteria and deadlines.
- Provide timely, constructive and actionable feedback.
- Record assessment information accurately on the appropriate school platforms.
- Collaborate with colleagues in standardisation and moderation processes.
- Monitor student progress and communicate concerns promptly.
- Promote academic integrity throughout the assessment process.
- Implement agreed assessment procedures consistently across parallel classes.
- Support students in developing Approaches to Learning (ATL) skills and learner agency.

Subject Area Coordinators (SACOs)

Subject Area Coordinators have the right to:

- Lead curriculum and assessment development within their subject area.
- Facilitate collaborative planning and standardisation.
- Recommend adjustments to assessment practices where appropriate.
- Receive support from Programme Coordinators and the Leadership Team.

Subject Area Coordinators are expected to:

- Ensure consistency of assessment practices across their subject area.
- Coordinate standardisation and collaborative planning.
- Support teachers in implementing the Assessment Policy.
- Monitor assessment quality and alignment with IB requirements.
- Approve assessment calendar changes in collaboration with Programme Coordinators.
- Support professional dialogue regarding assessment practices and student achievement.

- Promote continuous improvement through analysis of assessment data.

Programme Coordinators

Programme Coordinators have the right to:

- Lead the implementation of assessment within their respective IB programme.
- Work collaboratively with Subject Area Coordinators and school leadership.
- Monitor programme-wide assessment practices.
- Receive accurate assessment information from staff.

Programme Coordinators are expected to:

- Ensure the Assessment Policy is implemented consistently.
- Monitor compliance with IB assessment requirements.
- Support teachers and Subject Area Coordinators in assessment planning.
- Oversee assessment calendars and assessment procedures.
- Coordinate reporting processes.
- Facilitate programme evaluation through assessment analysis.
- Promote continuous improvement and professional collaboration.
- Ensure assessment practices remain aligned with IB standards.

Leadership Team

The Leadership Team has the right to:

- Monitor the implementation and effectiveness of assessment practices across the school.
- Receive accurate information regarding student progress and assessment outcomes.
- Review assessment procedures in line with school priorities and IB requirements.

The Leadership Team is expected to:

- Promote a whole-school culture in which assessment supports learning.
- Ensure assessment practices align with the school's mission and IB philosophy.
- Provide appropriate resources, systems and professional learning.

- Support Programme Coordinators and Subject Area Coordinators in implementing the Assessment Policy.
- Review assessment data to inform school improvement.
- Ensure assessment practices remain equitable, transparent and inclusive.
- Review the Assessment Policy regularly in consultation with members of the school community.

Parents

Parents have the right to:

- Receive clear and timely information regarding their child's progress.
- Access reports and assessment information through the school's communication platforms.
- Receive information about assessment expectations and reporting procedures.
- Discuss their child's learning with teachers during scheduled meetings.
- Be informed when concerns arise regarding academic progress or assessment.

Parents are expected to:

- Support their child's learning and organisation at home.
- Encourage the development of independence, academic integrity and effective study habits.
- Familiarise themselves with assessment procedures and school communication platforms.
- Communicate with the school when circumstances may affect their child's learning.
- Work collaboratively with teachers and mentors to support student progress.
- Encourage students to meet assessment deadlines and engage positively with feedback.

Reviewing the Assessment Policy

The DP 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/CP student bodies.
It was revised in May 2024.

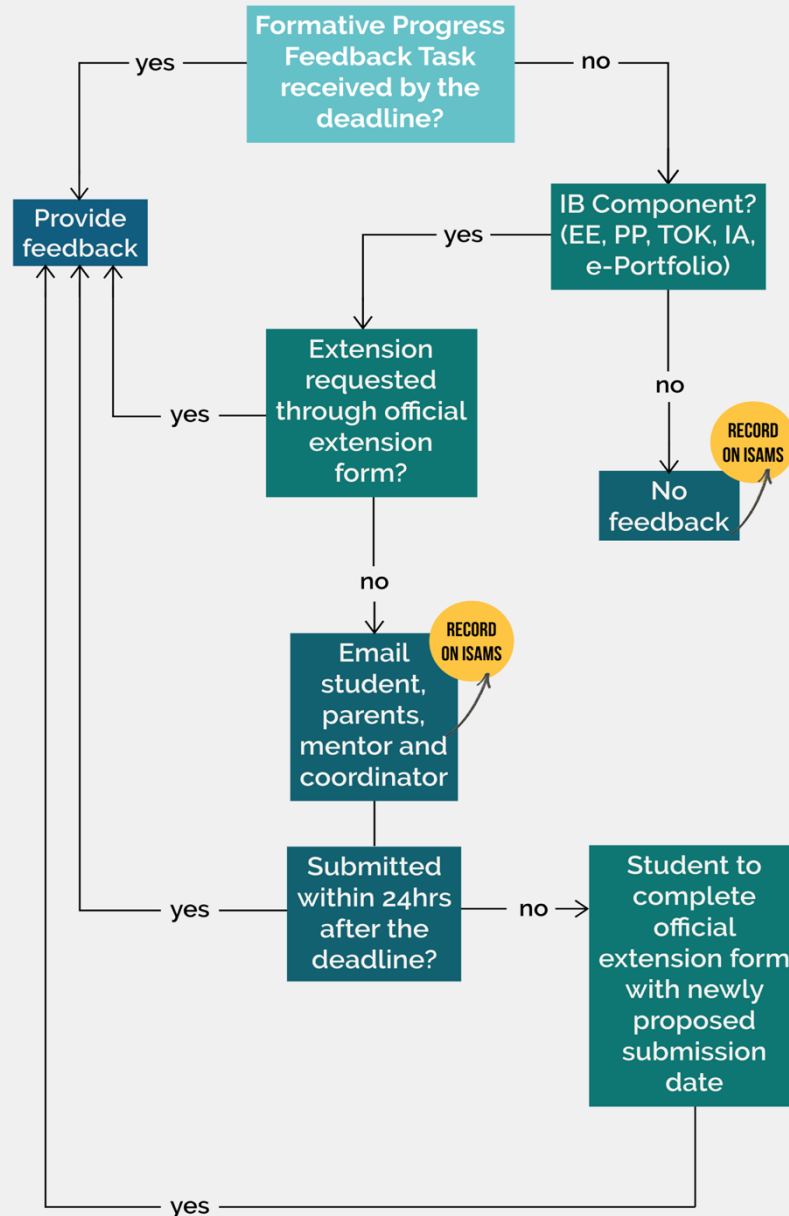
Glossary

Assessment	Authentic performances of understanding. (IBO, “MYP: Principles into Practice” 13)
Formative assessment	Ongoing assessment aimed at providing information to guide teaching and improve student performance. (IBO, “MYP: From principles into practice” 125)
Summative assessment	Assessment aimed at determining the competency or level of achievement of a student generally at the end of a course of study or a unit of work.(IBO, “MYP: From principles into practice” 133)
DP Examinations	Final written examinations taken at the end of the DP Programme designed and assessed by the IB
CP Program	A two-year vocational course consisting of three DP subjects and a thorough/in-depth Business program (CRS)
CRS	Career Related Studies studies designed to prepare students for higher education, an internship or apprenticeship, or a position in a designated field of interest. It provides the opportunity for students to learn about Business through application and practice while developing broad-based skills in meaningful contexts
MYP eAssessment	The eAssessment provides an official recognition of achievement for MYP year 5 students and comprises ePortfolios, on-screen examinations and a Personal Project. (IBO, “MYP: Principles into Practice” 97)
Forecasted grade	A grade requested by universities in order to offer advanced placement to students.
Predicted Grade	The grade of a subject which is predicted by the corresponding teacher based on quantitative and qualitative evidence and that is sent to the IB.
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.
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.
Subject area	The group of subjects in the same category. E.g. French LA, Spanish LA, German LA are in the same subject area: Language Acquisition (LA).
SACo	The Subject Area Coordinator is a teacher who leads the curriculum for a subject area.

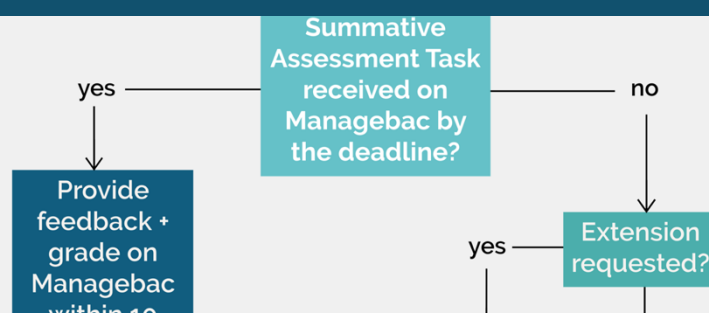
Programme Coordinator	The teacher who leads one of the four IB programs at AICS: PYP Coordinator, MYP Coordinator, CP Coordinator and DP Coordinator.
N/A	Not Assessed. This appears in Managebac and on the report when a student has not been assessed for a particular criterion or task. The corresponding teacher includes a comment describing the reason for N/A.
IA - Internal Assessment	Official 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 official IB examinations.
Preliminary examinations	Two consecutive weeks of examinations for DP2/CP2 students and one week of examinations for MYP5 students in which they complete teacher-set examinations modelled off their final 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 Programme	Personal and Professional Skills, Service Learning, Reflective Project and Language Development. Students must complete the Core, the DP subject and the CRS in order to qualify for their certificate.
MYP Core Programme	Personal Project and Service as Action. Students must complete the Core Programme in order to qualify for their certificate.
ATL Skills	Approaches to Learning skills "that have relevance across the curriculum and help students "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 which helps students with diverse learning needs.
PTSC	Parent Teacher Student Conferences held throughout the year to discuss a student's progress.

Appendix

Formative Assessment Flowchart



Summative Assessment Flowchart



Work cited

“ Teaching and Learning informed by Assessment” ibo.org, International Baccalaureate Organization, June 2021.
resources.ibo.org/dp/subject/Philosophy-2025/topic/Featured-resources/works/dp_11162-417431?lang=en

Useful links from the IB

Any problems accessing them, please contact the IB Coordinators.

[Assessment principles and practices - Quality assessment in a digital age](#)

[DP from principles into practise](#)

[IB Diploma Assessment procedure](#)

[MYP assessment procedure 2024](#)

[MYP principles into practise](#)