



LADY ANDAL SCHOOL

ASSESSMENT POLICY

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Vision Statement of Lady Andal School

We at Lady Andal School aim to create a holistic individual by providing a happy atmosphere for the child. Focusing on the all-round development of the child with an emphasis on individual academic brilliance and excellence on the field through games and athletics. We help build cultural and social skills among our learning community which foster an environment that is conducive to the teaching and learning process.

IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB LEARNER PROFILE

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

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

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

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

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

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

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

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

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

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

STANDARDS:

Culture 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)

Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)

Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)

Culture 5.4: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)

Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)

Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)

Approaches to assessment 3: The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)

Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04)

Statement of Philosophy

At Lady Andal School, assessments are considered as an integral part of student growth to promote lifelong learning in all our students. Assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching. Students actively engage in assessing and reflecting on their learning and act on feedback from peers to further their learning. Learning goals and success criteria are co-constructed and clearly communicated. In our classrooms, both learning outcomes and the learning process are assessed.

An effective assessment is authentic, clear and specific, varied, collaborative and interactive, caters to an individual's progress rather than their performance in relation to others. It provides detailed feedback for students to reflect on and move forward in their learning journey.

Assessment at Lady Andal School is conducted in order to:

- Build up a clear picture of the student and his or her interests.
- Ascertain that learning outcomes are in alignment with curriculum objectives and goals.
- Provide authentic and meaningful feedback for students to reflect on their own learning.
- Reflect on the effectiveness of the programme
- Identify what and how the student is thinking and learning
- Assess the effectiveness of the environment on the student's learning
- Extend the student's learning.

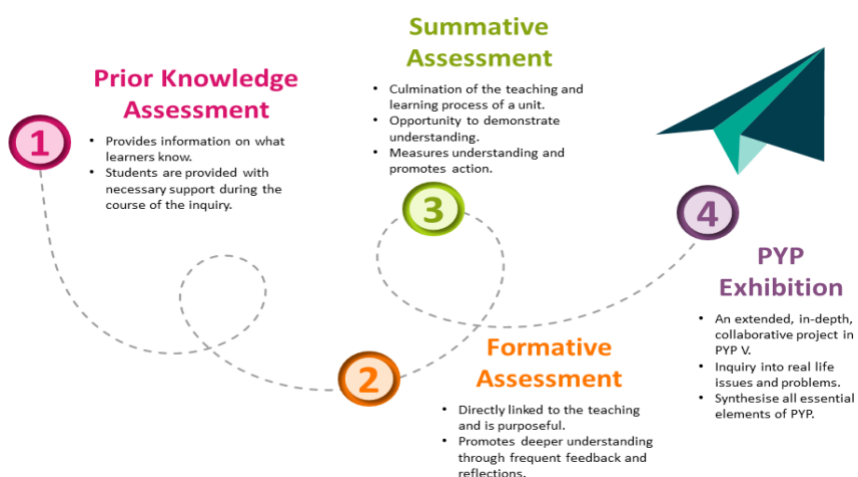
At Lady Andal School, we promote the use of a range of assessment tools and strategies that are designed to give a clear picture of a student's prior knowledge and progress. Examples of these include anecdotal records, checklists, portfolios, continuums and rubrics. All teachers are responsible for the assessment, evaluation and report generation of the students under their instruction.

Each student will be assessed by homeroom teachers and specialist teachers. Students, too have an integral role to play in assessments as they would have various opportunities to conduct self and peer assessments to take ownership of their own learning.

PYP ASSESSMENT

The assessment of the students' development and learning is an essential component of the curriculum, and helps to inform continued development, learning and teaching. Students are observed in a variety of situations and a wide range of assessment strategies and implemented.

At Lady Andal School, we employ a range of assessment tasks which demonstrate student understanding.



- **Prior Knowledge Assessment:** At the beginning of each unit of inquiry, teachers will assess student's prior knowledge and experience to chart out the learning experiences based on the observations.
- **Formative Assessment:** This provides information that is used in order to plan the next stage in learning. They are directly linked to the teaching and function purposefully together. It promotes learning by giving regular and frequent feedback. Formative assessments foster enthusiasm, encourage thoughtful reflections and develops capacity for self-assessments.
- **Summative Assessment:** This is the culmination of the teaching and learning process of a unit. It gives students the opportunity to demonstrate their understanding. Several success criteria are put forth and assessed carefully. It informs and improves student learning and the teaching process; it measures understanding of the central idea, and prompts towards action.
- **PYP Exhibition:** This is an example of a summative assessment. It is the culmination of the entire PYP programme. It happens in the final years of the Primary Years (Grade 5 at Lady Andal School) which aims to celebrate and share students' learning with the whole community. The entire process is a student-driven one where they are expected to develop and present their own collaborative unit of inquiry that showcases all the essential elements of the PYP and the attributes of the learner profile.

PYP RECORDING

PYP assessments has four dimensions: monitoring, documenting, measuring, and reporting. Each dimension has its own importance and value. Assessing the students' prior knowledge and experiences as well as monitoring their achievement will enable teachers to plan and refine their teaching accordingly.

At Lady Andal School, our PYP educators use a range of methods and approaches to gather information about student learning. They record this information using a variety of tools and strategies.

Assessment Strategies:

Observations: All students are observed regularly, with the teacher focusing on various aspects including whole group to individual participation. Student interactions, general classroom behavior, student responses, application of concepts and development of skills etc. are continually monitored.

Performance Assessments: All assessments are goal-oriented with pre-established success criteria. Assessments provide authentic and significant challenges and real-world problems for the students to delve into. These tasks are generally open-ended and students have the choice to approach these problems in more than one way. Audio, video and narrative records are often used for this kind of assessment.

Process-focused assessments: The development of student skills are observed and recorded regularly. Collation of multiple observations and synthesizing evidences from different contexts help teachers to provide continuous feedback to students. These assessments focus on the effectiveness of the research conducted, the development of skills, student behaviours in different contexts, with synthesis of evidence.

Selected Responses: These assessments consist of uni-dimensional exercise. Tests and quizzes are the most familiar examples of this form of assessment.

Open-ended Tasks: In these tasks, students are presented with a stimulus and asked to share their ideas and thoughts. These could be a brief written answer, diagrams, solutions etc. These tasks, along with their success criteria will be co-constructed with the students and shared in their portfolios.

PYP REPORTING

In the PYP, reporting on student growth and learning is an essential part of the programme. Lady Andal School adopts a variety of reporting strategies to keep the students, the teachers and the parents in loop for the holistic development of the child. Some of the reporting strategies are mentioned below:

Student Portfolios: This is a personalized folder consisting of the highlights of student achievement throughout the primary school. During the year, students and teachers gather examples of work that show progression in learning in all areas. The students, parents and teachers have the opportunity to share the portfolio together at the end of each term. Such portfolios are memorable collection of every student and a great resource to track progress of the child.

Report Cards: These formal documents are distributed at the end of each term, and report on student achievement and areas of growth in all subject areas. They also comment on the extent to which the student exhibits each of the learner profile attributes. The homeroom teacher crafts an individualized summary of the child's overall performance for the term.

Student-led Conferences: Arranged through the homeroom teachers in the PYP, student-led conferences are a unique time for PYP students to walk their parents or guardians through what they have been learning at school, and to highlight their personal growth, challenges and achievements. Students will guide their parents or guardians through the contents of their portfolio, discussing the objectives of each included item and indicating their successes and room for growth; often, goals are set for the following term. Teachers are present, but stand apart from the conferences.

Parent-teacher Interactions: These meetings between teacher and parent(s) are meant as a time to touch base, share initial classroom observations, and to collaboratively discuss goals for the year ahead. Parents are invited to meet with each teacher and bring questions and comments in preparation for the conversations. The curriculum and the child's overall performance are discussed and then revised accordingly as per mutual suggestions.

Toddle: All Parents will receive Toddle account information once their child has been enrolled and parents can keep track of their children's academic progress online. Academic reports can be accessed by the parents on Toddle. The students can easily use Toddle for their learning engagements as well.

Stakeholder Responsibilities

It is imperative that all members of the learning community take ownership and responsibility for student achievement. In terms of assessment, it means:

EDUCATORS:

- Design appropriate, engaging, and rigorous units of study and assessments.
- Align assessments with stated learning objectives/criteria, inquiry questions, significant concepts, and approaches to learning skills.
- Provide students with clear rubrics and task specific clarifications at the beginning of each unit.
- Provide opportunities for students to reflect on their performance on a given assignment or assessment.
- Provide timely and meaningful feedback to students and parents/legal guardians of student progress and areas of growth.
- Collaboratively work together to maintain consistent assessment procedures.
- Use professional judgment when determining levels of achievement.

STUDENTS:

- Strive to exemplify the IB learner profile in their approaches to learning and assessments.
- Familiarize and understand the criteria rubrics and learning objectives for each subject group.
- Reflect regularly on the knowledge, concepts and skills they are developing.
- Actively participate in the inquiry and exploration in their classrooms.
- Reflect on the feedback that teachers give on summative assessment rubrics, while setting goals that allow for continuous improvement.

PEDAGOGICAL LEADERSHIP TEAM:

- Provide time and resources to educators for implementation of the assessment policy.
- Provide ample time for collaborative planning.
- Conduct regular MYP meetings and subject group meetings.
- Provide opportunities for IB professional development workshops.
- Arrange parent and student conferences with all MYP teachers.

PARENTS/GUARDIANS:

- Familiarize themselves with the criteria rubrics and learning objectives for each of their children's courses.
- Support their children's academic and character growth throughout the MYP.
- Communicate with teachers, students and the coordinator about questions or comments they have regarding their student's progress in the MYP.

Assessment in the IB MYP

Each IB MYP subject group has a set of four objectives developed by the IBO that correspond to the assessment criteria against which the student's work will be assessed. Assessment is criterion-based, so that students are assessed against published, agreed learning objectives. These learning objectives are published for each subject and each grade level, and are available to parents and students on the school's learning management tool, Toddle. The subject criteria are based on the learning objectives mandated by the IB.

Assessment Practices

MYP assessment at Lady Andal School comprises a broad range of performance tasks which measure what students can 'do'. Teachers use assessment data to inform teaching and students value assessment opportunities to reflect on learning. The nature of assessment, therefore, is varied, creative and challenging, which promotes critical thinking and metacognitive development.

Students are assessed in a variety of ways: written assignments, oral presentations, field work, practical work, role-play, debates, exhibitions, performance, tests and examinations, research papers, peer and self-assessment.

The MYP approach to assessment recognizes the importance of assessing not only the products, but also the process, of learning. Consistent with IB expectations, MYP assessment encourage teachers to monitor students' developing understanding and abilities throughout the programme.

Formative assessment means that students will be given assessed feedback on their work to help them improve it. They will also be involved in this assessment, perhaps through assessing their peers or even themselves. Through effective formative assessments, teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help them achieve their true potential.

Summative assessment is a terminal activity usually assessed by the teacher, often graded tasks for the report cards. Only summative assessment achievement levels count towards the semester grade. However, formative assessment results may be considered when summative tasks are missing for whatever reason as they provide evidence of student learning. Also, formative assessment results inform the teachers when using the "best-fit" approach to decide their final grades.

Horizontal and Vertical Articulation

Horizontal and vertical articulation are important strategies for developing and implementing effective assessment policies in the IB MYP.

Horizontal Articulation: It refers to the alignment of assessments and grading practices within a specific subject area or grade level. This helps to ensure that all students are being assessed on the same skills and knowledge, and that grading practices are consistent across teachers.

Some common strategies for horizontal alignment is:

- **Collaborative Planning:** Teachers in the same subject groups or grade levels collaborate to develop common assessments, establish grading criteria, and determine how to address student requirements. Collaborative planning ensures that students are being assessed on the same skills and knowledge.
- **Consistent rubrics:** Teachers use consistent rubrics that clearly define the criteria for success and align with the MYP Assessment objectives. Consistent rubrics ensure that students are being assessed on the same criteria and that grading is fair and consistent across all teachers.
- **Review of student work:** Teachers review student work together to ensure that the assessment criteria are being applied consistently and to identify areas where instruction may need to be adjusted. Reviewing helps teachers to identify common areas of difficulty and to make adjustments to their teaching to better support student learning.

Vertical Articulation: It refers to the alignment of assessments and grading practices across different grade levels or subject areas. This helps to ensure that students are building on their previous knowledge and skills as they progress through the program, and that they are being assessed on consistent criteria across different subjects.

Some common strategies for vertical alignment is:

Alignment of curriculum: Teachers across different grade levels ensure that assessments align with the MYP assessment objectives and the overall curriculum. This ensures that students are building on their prior knowledge and skills as they progress through the programme.

Consistent expectations: Teachers across different grade levels use consistent language and expectations to describe student learning outcomes and success criteria. Consistent expectations ensure that students are being assessed on the same criteria across different subjects.

Review of student progress: Teachers across different grade levels review student progress to identify areas of strength and weakness, and to identify opportunities for differentiation or enrichment.

Subject Groups	ASSESSMENT CRITERIA FOR ALL MYP SUBJECTS			
	A	B	C	D
Language and Literature	Analyzing	Organizing	Producing text	Using languages
Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating in response to text	Using language in spoken or written form
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying math in real-life contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance

Assessment Grading

Teachers will grade all summative assessments against the pre-described IB MYP subject group rubrics. Teachers will use their professional judgment in determining which level descriptor best fits the student's performance on the assessment. To determine these achievement levels, teachers gather sufficient evidence of achievement from a range of summative assessment tasks. Teachers take all the summative data into account when determining a summative achievement level for a student in each criterion. Summative assessment data is recorded as an achievement level (1-8) as described within a criterion (A-D). In addition to determining achievement levels in each of the criteria, we award a grade for each subject by adding together the student's overall achievement level in each of the criteria of the subject group (maximum 32). The grade boundary guidelines table below is used to determine the reporting grade at the end of semester one and for the year.

Assessment Grading

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

Assessment Criteria

The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught. They encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Assessment criteria for years 1, 3 and 5 are provided in the MYP subject-group guides.

Each criterion (A, B, C, D) for each subject group is broken into different achievement levels with numerical values from 0-8. Each achievement level has specific level descriptors that describe what a student needs to do to attain a specific achievement level. All summative assessments are assessed against the IB MYP published criteria rubrics for each subject group and year level. Given that the MYP published assessment criteria are holistic, teachers are asked to develop task-specific clarifications for the different achievement levels and level descriptors on the assessed rubrics. Task-specific clarifications will bring a level of specificity to the assessment criteria and help students understand the precise areas that are being assessed.

Each criterion must be assessed at least twice per year. The teacher will determine the 'best sustained effort' for each criterion and give a semester grade for that criterion. Criterion levels will then be added up and converted to a 7-point scale. Using the grade boundaries provided by the IB, students get a final grade out of 7 for each subject (1 being the lowest grade and 7 the highest grade).

Students are required to get a minimum grade of 3 to be promoted to the next grade.

Internal Standardization and Moderation

Internal standardization in assessment ensures fairness and consistency in grading across different classes and teachers. Teachers evaluate student work using standardized IB criteria, and regular moderation meetings are held to align grading practices. During these meetings, a sample of student work is reviewed to ensure that assessment standards are applied consistently. Additionally, external moderation (from different teaching cohort) involves reviewing a sample of internally assessed coursework to align with global standards.

Feedback from internal and external moderation helps identify and correct any discrepancies, ensuring that all students are assessed equitably. These practices together maintain the integrity and reliability of IB assessments, providing a consistent measure of student performance.

MYP Projects

PERSONAL PROJECT

The Personal Project is an integral component of the MYP and should be completed in order to be awarded the certificate of participation at the end of MYP 5. The MYP personal projects help learners to develop the attributes of the IB learner profile, engage in practical explorations through the cycle of inquiry, action and reflection.

Students decide what they want to learn about, identify what they already know, discovering what they will need to know to complete the project, and create a proposal or criteria for completing it.

The Personal Project Coordinator is responsible for projects that align with Lady Andal School's goal of creating mindful global citizens.

MYP e-Assessment

MYP eAssessment offers students opportunities to demonstrate disciplinary and interdisciplinary understanding, international-mindedness, critical and creative thinking, problem-solving skills and the ability to apply knowledge in unfamiliar situations. On-screen examinations and ePortfolios provide a balanced model of assessment for schools seeking IB-validated grades. Official IB recognition of achievement in the MYP is only available for students who participate in and successfully complete the required eAssessments.

MYP Certificate

The MYP certificate is the highest standard of achievement in the MYP and results in official recognition and IB-validated grades. The MYP certificate requires participation in the final year of the programme, with recommended participation for two years, and successful results from:

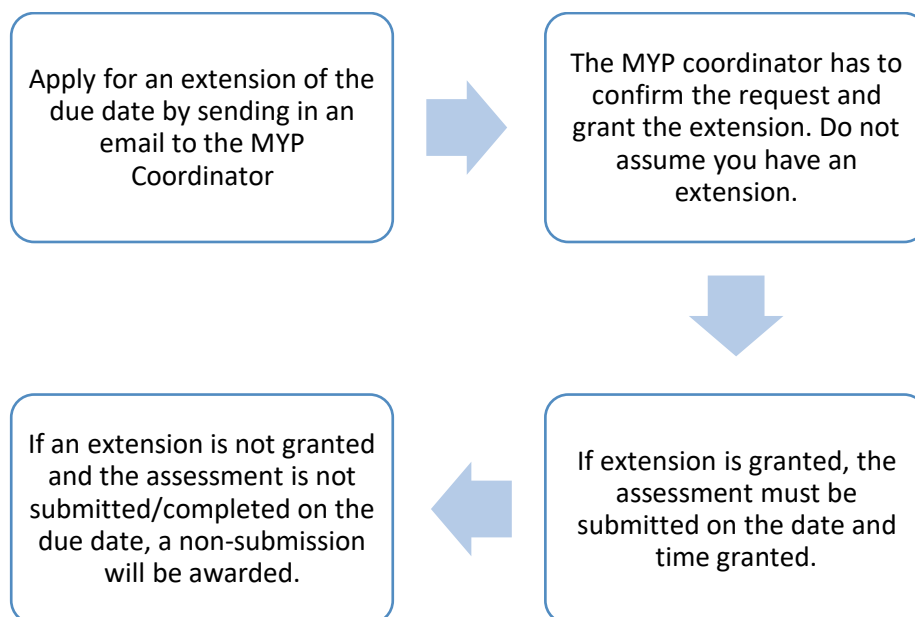
- five on-screen examinations (one from each of four required subject groups, plus an interdisciplinary assessment)
- one ePortfolio from a course of study in language acquisition
- one ePortfolio from a course in physical and health education, arts or design
- the personal project.

In order to obtain the MYP certificate, students must meet the school's expectations for community service.

STUDENT GUIDELINES FOR ASSESSMENT

- Summative assessment is used to report how well a student is progressing in a particular subject.
- Summative assessment dates are not flexible. Failure to submit Middle Years Programme assessment requirements on the school due dates will result in a non-submission for that assessment.
- Summative assessment is not optional. All MYP students must undertake and complete all requirements for summative assessments.
- All assessment must be submitted as outlined on the assessment task sheet, in the format required by the date and time required.
- Technical difficulties with computers, lifestyle choices like travel or early school holidays and regular school commitments, are not acceptable excuses for missing assessment deadlines or lessons.

Appropriate documentation and the granting of extensions through the process below will be required for students missing summative assessments and deadlines.



SPECIAL CONSIDERATIONS:

The IB believes that all candidates must be allowed to undertake assessment under conditions that are as fair as possible. The IB has two forms of special provision to ensure assessment is fair.

Candidates with assessment access circumstances

A learning support requirement(s) often necessitates assessment access arrangements. The school is able to authorize inclusive assessment arrangements (based on guidelines from the IB Organization) for a candidate with assessment access requirements.

Candidates with adverse circumstances

Adverse circumstances are defined as those beyond the control of the student that might be detrimental to his or her assessment performance, including temporary illness or injury, severe stress, exceptionally difficult family circumstances, bereavement or events that may threaten the health or safety of candidates. Any application for special consideration in cases of adverse circumstances must be submitted to the school's MYP coordinator (all applications are assessed based on guidelines provided by the IB Organization).

Incomplete assessment

In cases of incomplete assessment in a subject, the school may, at its discretion, award a grade for the subject if both of the following circumstances are established:

- an acceptable reason is provided by the school for the incomplete assessment being beyond the student's control, such as acute illness or injury, the death or funeral of a close relative, unavoidable attendance at a hospital or court of law, and
- the student has submitted sufficient work, as determined by the MYP Coordinator.

Failure to submit or complete summative assessment requirements

Students failing to submit or complete Summative Assessment requirements on the due or scheduled date, without an extension granted, will be awarded a non-submission.

If a non-submission is determined the following principles will be applied by the MYP Coordinator:

If the assessment is an assignment then the most recent draft will be assessed. If a draft is not available the student will be required to complete requirements in the subject lesson for submission. If the student has completed the assessment but has not submitted it by the due date, they will need to apply for an extension as outlined above. The MYP Coordinator will determine if an extension can be granted and the assessment accepted after the due date, if granted it will be assessed instead of the draft work.

If the assessment is an exam and an extension is approved, the MYP Coordinator will determine a future date for the exam, or where necessary an exemption from the assessment. If an extension is not granted (including unapproved leave) then a zero standard for each of the criteria assessed will be awarded for that reporting period. If this occurs as part of a recurring pattern, then the zero grade may be maintained for all affected assessment for the calendar year. Students will be required to complete the assessment as soon as possible after the due date for feedback purposes.

If a student fails to submit work on time on three occasions (without prior extension) an email to the parents and the coordinator will be sent. If such behaviour continues, the coordinator and the head of school will consult with parents for further course of action.

Please note: Students are responsible for reminding the teacher upon return and arranging the presentation. Should this not happen, students will not receive a mark and the score box will be left empty. Additionally, any grades left empty results in the students receiving a non-applicable (N/A) on their reports. N/A will affect the students' chances for promotion to the next grade.

LINK TO OTHER POLICIES

LANGUAGE AND ASSESSMENTS

All aspects of the language are assessed via prior knowledge assessments, formative and summative assessments. Assessments are designed with clarity of language to give accessibility to learners who may need support. Teachers are required to make all their summative assessments based on the IB criteria, cited in the respective subject guide.

Assessments are designed to evaluate not only academic content but also students' progress in acquiring the language; provision of feedback that helps students improve their language skills alongside their academic achievements.

INCLUSION AND ASSESSMENTS

The Assessment Policy establishes guidelines for evaluating student performance, ensuring that assessments are consistent, criterion-based, and aligned with IB standards. It incorporates various assessment methods and feedback mechanisms, along with internal and external moderation, to provide a comprehensive view of student learning. This includes those with diverse needs, have access to a supportive and accessible learning environment. It focuses on making necessary accommodations, providing additional support services, and developing individualized education plans (IEPs) to meet the needs of all learners.

ADMISSION AND ASSESSMENTS

The Admission Policy includes a thorough evaluation process that consists of reviewing academic records to understand the student's previous performance and readiness for the IB curriculum. This is complemented by entrance tests in core subjects to assess the student's current knowledge and skill levels. Additionally, interviews provide insight into the student's motivation and alignment with the IB philosophy, while portfolio reviews offer a comprehensive view of their academic achievements and interests.

By incorporating these assessments into the admission process, the school ensures that admitted students are equipped to thrive in the school environment. This approach not only helps identify students who are well-prepared but also allows the school to provide the necessary support and resources from the outset, fostering a successful educational experience tailored to each student's needs and potential.

ACADEMIC HONESTY AND ASSESSMENTS

We place a strong emphasis on academic honesty to uphold the credibility of our assessments and to foster a culture of integrity among students. Assessments are designed to measure students' knowledge, skills, and understanding in a fair and unbiased manner. Academic Integrity is expected to prevent misconduct such as plagiarism and cheating, ensuring that all students are assessed based on their genuine work. This connection between academic integrity and assessments ensures that the process is transparent, equitable, and aligned with the IB elements.

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