

since 1980



St. Nicholas

Assessment

Policy and Procedures at Alphaville

All teaching staff should read this policy before teaching.

For this effect, at the beginning of each academic year, time will be allocated for staff to read it.

This will apply to any teaching staff joining us during an academic year.

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St. Nicholas School Mission Statement

Through an inquiry-based international education, St Nicholas School develops responsible, confident, and caring citizens of an ever-changing world. By setting high academic standards and celebrating cultural diversity, we nurture individual talents and embrace a shared passion for learning.

The International Baccalaureate 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 Standards and Practices

Our school's assessment policy aligns closely with the IB's assessment philosophy, reflecting the core values set by the IB Standards and Practices. The policy is firmly rooted in the following standards and principles. Standard (0404): Learning, teaching, and assessment effectively inform and influence one another.

- Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)
 - Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation. (0404-01-0100)
 - The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment. (0404-01-0200)
- The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)
 - Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)
 - PYP: Teachers document and analyse student learning over time to design learning experiences based on data. (0404-02-0111)
 - The school demonstrates that assessment practices are formed around conceptual learning. (0404-02-0200)
 - The school ensures that from the time of enrolment students and legal guardians are aware of and have access to documentation describing the relevant programme regulations and requirements regarding assessment. (0404-02-0300)
- The school administers assessment consistently, fairly, inclusively and transparently. (0404-03)
 - The school administers assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)
 - The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200)

- The school ensures that external reporting and/or predictions are as accurate as possible, and are appropriately designed for the contexts in which they are required. (0404-03-0300)
- The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400)
- The school monitors and evaluates the delivery of assessments to ensure that they are as seamless as reasonable. (0404-03-0500)
- Students take opportunities to consolidate their learning through assessment. (0404-04)
 - The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)

Assessment Policy Purpose and Introduction

At St. Nicholas School Alphaville, our commitment to providing a holistic and internationally recognized education through the International Baccalaureate (IB) Programme is underscored by our belief in the importance of a well-defined assessment policy. This policy is fundamental to the success of the IB Programme and the academic and personal development of our students. The assessment policy at St. Nicholas School Alphaville serves as a comprehensive and guiding framework, in line with the principles of the International Baccalaureate (IB) programmes, including the [Primary Years Programme \(PYP\)](#), [Middle Years Programme \(MYP\)](#), and [Diploma Programme \(DP\)](#) assessments. It plays a pivotal role within our school community, ensuring that assessments are consistently and fairly conducted across all subjects and grade levels, while adhering to the specific requirements of each IB programme. This policy promotes transparency by clearly articulating assessment criteria, grading methodologies, and our expectations for students. It also encourages and supports our educators and students, emphasizing the importance of adhering to these established guidelines. Furthermore, it facilitates the maintenance of assessment quality, allowing us to provide valuable feedback to students and gather data that informs decisions related to curriculum development and teacher training.

Our assessment policy is designed to promote equity in education, ensuring that every student, regardless of their background, receives a fair and unbiased assessment. Ultimately, it aligns with our educational mission, prioritizing a holistic approach to learning that encompasses not only academic knowledge but also personal growth and social development, in accordance with **the IB program's principles**.

Assessment Philosophy and Principles

St. Nicholas School Alphaville's assessment philosophy is closely aligned with the principles of The International Baccalaureate (IB), emphasizing a holistic approach to evaluating student learning. Our core belief revolves around the application of knowledge and abilities in real-world scenarios, transcending



traditional academic assessments. Our assessments encompass personal growth, social development, and the acquisition of essential skills. To achieve this, we employ diverse evaluation methods, including examinations, coursework, presentations, projects, and collaborative activities, catering to a wide range of learning styles. Moreover, our assessments adopt an international perspective, highlighting global issues and fostering intercultural competence. In line with our commitment to lifelong learning, we encourage students to maintain their curiosity, reflection, and independence, preparing them for higher education and the challenges of the future.

Clarity and comprehension are crucial for all stakeholders in the assessment process, including students, teachers, parents, and administrators. They need a clear understanding of the assessment's purpose, what it evaluates, the criteria for success, and the method employed. By actively engaging the different members of the school community in the assessment process we are able to measure progress, enhance critical thinking, reflection and self-evaluation skills, as well as evaluate the curriculum's effectiveness to make the necessary adjustment. ([Making the PYP Happen, 2009](#))

Our approach to assessment is a continuous and comprehensive process that involves gathering, analyzing, reflecting on, and utilizing evidence of student learning. This process aims to deeply understand what students know, comprehend, can do, and feel while remaining flexible and adaptable to their diverse needs and learning styles. Assessment is seamlessly integrated into the learning experience, making it authentic and relevant, serving as a guiding compass within the teaching and learning process. It not only evaluates the quality of student learning but also guides structured inquiry and instruction, and the quality of learning products. This approach forms the foundation for future planning and practice, aiding educators in nurturing students' growth and development on their learning journey.

Students with specific learning needs

Our commitment to honoring diversity extends to our approach to assessment, where differentiation plays a pivotal role. This perspective acknowledges the equal significance of assessment for both educators and students. For teachers, assessment serves as a vital tool to gain precise insights into individual student abilities, prior knowledge, learning approaches, and attitudes. Simultaneously, for students, assessment offers a clear understanding of their current position in their learning journey.

The school highly values the continual use of both formal and informal assessments, considering them fundamental for crafting personalized learning experiences that cater to the unique needs of every student. While students in the MYP and DP adhere to set learning objectives and assessment criteria, those with specific diagnosed learning difficulties or special educational needs can request access arrangements. These arrangements aim to accommodate their individual needs and enable their engagement with externally defined learning objectives in appropriate ways.



Comprehensive information regarding the application procedures for inclusive access arrangements and a range of available accommodations is outlined in the IBO publication [Access and Inclusion Policy](#).

Professional Development

Our assessment policy is committed to supporting our teachers in enhancing their assessment practices through ongoing professional development and training initiatives, closely aligned with the IB Approaches to learning and Approaches to teaching frameworks in [PYP](#), [MYP](#), and [DP](#). We firmly believe that effective assessment is fundamental to student learning and success. To achieve this, our teachers regularly participate in workshops and training sessions, which not only keep them up-to-date with the latest educational trends but also equip them with strategies to align assessment practices with the IB's assessment philosophy. Emphasizing assessments where feedback is integral to the learning process, these professional development opportunities empower our educators with the skills and knowledge needed to employ such methods effectively. Moreover, our commitment to continuous improvement and a collaborative teaching environment is evident through weekly staff meetings. Teachers observe each other's assessment practices, reflect on different approaches to teaching and learning, and share ideas catering to various learning needs and styles, ensuring differentiation for a diverse range of learners. Through these measures, we aim to cultivate a dynamic learning environment that caters to each student's unique needs and supports their growth throughout their IB journey.

Roles and Responsibilities

St. Nicholas School Alphaville firmly believes that a well-defined assessment policy, which delineates clear roles and responsibilities for all stakeholders, is indispensable for ensuring the success of the IB Programme and promoting the academic and personal development of our students. Our commitment is to provide a robust assessment system that actively nurtures student learning, growth, and achievement, all while establishing the roles and responsibilities of key stakeholders in the assessment process, including teachers, students, parents, and administrators.

Teachers

- **Design and Implement Assessments:** Teachers are responsible for designing a variety of formative and summative assessments that align with the IB curriculum, learning objectives, and assessment criteria. These assessments should be fair, valid, and reliable, offering students the opportunity to demonstrate their understanding and skills.

- **Provide Timely Feedback:** Teachers must promptly provide constructive and personalized feedback to students on their assessments. This feedback should highlight strengths, areas for improvement, and strategies for further development.
- **Adapt Instruction:** Based on assessment results, teachers should adjust their instructional methods and materials to meet the diverse learning needs of students. They should also offer additional support and enrichment opportunities when necessary.

Students

- **Engage Actively:** Students are expected to actively engage in the assessment process by participating in class activities, completing assignments, and taking assessments seriously.
- **Self-Assessment:** Students have specific responsibilities in their learning process. These include engaging in self-assessment, reflecting on their own learning, setting goals, and identifying areas for improvement. It is their responsibility to appreciate feedback, use it for reflection, and take the necessary steps to enhance their educational experience. Students are expected to take ownership of their learning journey.
- **Seek Help:** Students should seek clarification from their teachers when they encounter challenges in their learning or assessments.
- **Plagiarism and Cheating:** Academic integrity is of utmost importance. Students are expected to adhere to the highest standards of honesty and fairness in all assessments. Any form of plagiarism, cheating, or dishonesty will be met with appropriate consequences as outlined in the school's [academic integrity policy](#).
- **Understanding:** Demonstrate an understanding of their progress and articulate it reflectively as part of conferences with teachers and parents

Parents

- **Support Learning:** Parents play a crucial role in supporting their child's learning. They should ensure a conducive home environment, encourage a positive attitude toward assessments, and help manage their child's time effectively.
- **Communication:** Parents are encouraged to maintain open lines of communication with teachers and school administrators. This includes attending parent-teacher conferences, student led conferences, responding to assessment-related information, and seeking guidance when necessary.

Senior leadership team

- **Establish Policies:** The Head of School and all Heads of Section are responsible for developing and implementing assessment policies that adhere to the principles of the IB Programme and comply with local regulations.
- **Resource Allocation:** Heads allocate resources, including professional development opportunities for teachers and technology for assessment administration.

- **Oversight and Accountability:** The Heads ensure the integrity of the assessment process, including the prevention of academic dishonesty and unfair practices. They are also responsible for monitoring the effectiveness of the assessment policy and making necessary improvements.
- **Special Needs:** The school is committed to providing assessment accommodations and modifications for students with special needs to ensure that all students have an equitable opportunity to demonstrate their understanding and skills.
- **Continuous Improvement:** The school will regularly review the assessment policy to ensure that it aligns with the principles of the IB Programme, educational research, and best practices. Adjustments and improvements will be made as needed.

Shared Assessment Objectives and Practices Across PYP, MYP, and DP

At St. Nicholas School Alphaville, assessment is fundamental to our teaching and learning philosophy. It serves as the guiding force behind our commitment to nurturing students through the five core elements of learning: *conceptual understanding, knowledge acquisition, skill mastery, attitude development, and the cultivation of responsible action*. Our curriculum is designed to foster internationally-minded and independent learners, focusing on key content to support this objective. Teachers create multiple opportunities for students to develop knowledge, conceptual understanding, and skills that facilitate self-regulated learning.

Continuous assessment is seamlessly integrated throughout the year, employing a diverse range of assessment tools and strategies. Teachers carefully design a variety of assessments aligned with the guidelines for each programme ([PYP](#), [MYP](#), and [DP](#)), adhering to specific evaluation criteria. These assessments serve as the foundation for tracking student progress and shaping the trajectory of teaching and learning. We maintain comprehensive records of assessment outcomes, ensuring accessibility and transparent communication for parents, students, and our academic faculty alike.

The school's approaches to assessment can be categorized into four key areas:

- **Monitoring:** Assessing learning progress against goals set by students and established success criteria.
- **Documenting:** Recording evidence of learning and progress.
- **Measuring:** Examining student work at various stages to provide evidence on teaching and learning.
- **Reporting:** Describing and communicating student learning outcomes.

Types of Assessments

Diagnostic assessment

Before commencing new learning experiences, all teachers evaluate students' prior knowledge and experiences in a suitable manner. It is used to determine the current status of a student or a group of students at a particular point in time in the curriculum.

Formative Assessment

Throughout each instructional unit, teachers are tasked with conducting diverse formative assessments. These assessments are integral, involving the continuous collection, analysis, and use of evidence to enhance student learning. Seamlessly integrated into daily learning activities, they serve a pivotal role in instruction, providing valuable insights for both teachers and students into the ongoing progress. This approach enables teachers to provide timely, precise feedback, guiding the design of subsequent summative assessments and facilitating improvements in instruction tailored to individual student needs. Moreover, these assessments serve as crucial points of reflection for students, empowering them to monitor their progress, adapt learning strategies, and prepare for the summative assessments.

It is essential for these assessments to align with the specific guidelines outlined in each programme [PYP](#), [MYP](#), and [DP](#). Furthermore, they offer valuable opportunities to assess and foster the development of ATL (Approaches to Learning) skills and the IB Learner Profile attributes.

Summative Assessment

Summative assessments occur either at the conclusion of a study unit or at the end of a semester. They serve as tools for teachers to evaluate the quality and depth of learning against predetermined criteria for each program - [PYP](#), [MYP](#), and [DP](#), assigning a value that reflects the attained level of understanding. While all assessments inform students about their knowledge or abilities, summative assessments specifically capture learning snapshots at the end of a period or unit, significantly contributing to final achievement levels in each subject. These assessments are structured to allow students to demonstrate their learning in real-world contexts and apply their knowledge innovatively. They extend beyond mere evaluation, aiming to help both students and teachers uncover individual knowledge acquisition, understanding of central ideas or key concepts, and the development of attributes and transdisciplinary skills. Additionally, they serve as a means to assess the effectiveness of the educational program and aid in improving student learning and instruction.

The results of these assessments play a pivotal role in communicating student achievements to various stakeholders, including students, parents, teachers, and administrators. Ultimately, the combination of formative and summative assessments contributes to a well-rounded and informed educational experience.

Peer and self-assessment

Assessment as learning engages students in setting goals and evaluating their own work, as well as the work of their peers. Self-assessment involves students reviewing and evaluating their knowledge, conceptual understandings and skills. It then leads to students monitoring and adjusting their behaviour and planning, making corrections and implementing improvements in their learning. This particular assessment process also involves peer assessment, where students reflect critically on each other's work and give feedback based on their understanding of the concept, content, or task at hand. This approach to assessment encourages students to concentrate on both the learning process and the ultimate outcomes, enabling them to gain a deeper knowledge and understanding of the concepts they have studied.

Gathering Data and Assessment strategies

Acknowledging the multitude of methods available for data gathering and assessments in the classroom, it's imperative to emphasize the establishment of intentional and comprehensive assessment procedures that prioritize authentic and student-centered approaches. These procedures should actively involve students, peers, parents or caregivers, and teachers in the data collection process. Beyond the assessments previously mentioned, the following list, though not exhaustive, offers insight into the diverse array of assessment and data gathering tools adopted by the school. This holistic collection aims to ensure a comprehensive understanding of students' diverse experiences throughout the learning process.

- Observation involves direct engagement with students, either individually or in groups, to monitor ongoing learning processes and assess understanding as it unfolds.
- Performance tasks involve goal-oriented activities with predefined criteria, focusing on producing solutions or products that address real-world challenges. These tasks encompass artistic performances, debates, presentations, or athletic competitions, among others.
- Process-focused assessment delves into learning processes, examining transdisciplinary skills through observations of behaviors and thought processes. This may be observed in activities such as interviews, process journals, or think-aloud exercises.
- Selected responses evaluate learning by prompting students to recall factual information or apply strategies in a singular manner, often through quizzes or tests.
- Open-ended tasks encourage students to present original responses based on a stimulus, allowing for diverse interpretations and submission formats (essays, photo essays, presentations, videos, bar graphs, posters, etc.).
- Portfolios showcase students' progress and growth through drafts, completed projects, and samples reflecting their thought processes and idea development.
- Anecdotal Notes are concise written records or observations capturing specific details of a student's behavior, performance, or progress. Objective and factual, they highlight significant moments to inform teaching and assessment. Anecdotal notes serve as valuable tools for

understanding individual student needs, tracking development, and guiding instructional strategies.

- Rubrics are structured scoring guides that outline criteria and performance standards for evaluating assignments, projects, or tasks. They provide a clear framework for objectively assessing the quality of student work across various aspects like content, organization, creativity, and adherence to learning objectives. Rubrics ensure grading transparency and offer constructive feedback by specifying expectations for success.
- Checklists are used to systematically ensure completion of specific activities, assignments, or objectives. Each item is checked off upon completion, making checklists valuable for monitoring progress, time management, and avoiding oversights. They serve as useful tools for educators and students in educational settings.
- Exemplars are concrete examples or models showcasing expected performance, achievement, or understanding. These can be essays, art projects, experiments, or other work demonstrating proficiency. They act as benchmarks for evaluating student work and help clarify success criteria for both students and teachers, setting standards and expectations.
- Benchmarks are specific criteria, goals, or performance indicators assessing a student's progress or proficiency in a subject or skill. They represent expected knowledge or abilities at different learning stages. Benchmarks set clear expectations, track growth, ensure meeting educational standards, assess curriculum effectiveness, and aid educators in making data-driven decisions for improved learning outcomes.

Standardisation and Moderation of Assessment

As part of the school's commitment to ensuring fair and objective assessment that is in line with expected outcomes as defined by the school, teachers work towards standardisation of their assessments by collaborating with teachers within their subject group or through the planning of their interdisciplinary units. All summative tasks within school-based assessments must be designed to evaluate the skills outlined in the grade descriptors provided in the respective programme and subject guides. The criteria for assessment, along with necessary descriptions and rubrics, should be effectively communicated to parents and students through Managebac. When teachers are the only teacher teaching a particular subject, they may choose to work with the programme coordinator, or similar subject groups may join their efforts to implement standardisation, especially in cases where both subject groups may only have a single teacher.

Units of work must be collaboratively developed, enhanced, and reviewed, guided as necessary by the MYP/DP Coordinator. Final internal assessments will undergo moderation within each subject through re-marking conducted by another subject teacher, with a minimum sample size of 3 assessments per 15 candidates. Teachers are expected to moderate samples across high, medium, and low scores within each subject group.

The moderation process is as follows:

- The subject teacher collects and grades their students' work.
- The assessment outline, rubrics, grades, and comments of a high, medium, and low graded piece of work are given to the other teachers in the department. Teachers who have received the work have two weeks (unless a quicker time is mutually agreed in particular cases such as work needs to be graded quicker due to reports) to grade and comment on the work they have been given, ready for moderation.
- All teachers meet in a subject meeting (or at a mutually agreed different time if there are report deadlines to be met/national holidays) and go through the grades they have given, justifying their reasons. It is every teacher's responsibility to print any work that will be discussed at the meeting before it starts.
- Teachers agree on a final grade for each piece of work.
- If disagreement over a grade occurs: Teachers can check the subject guide which gives, clear advice for what to expect for each rubric. Teachers can look at the teacher support material on the subject's MY IB page to find exemplar grades from the IB.
- A one grade difference within the same level is acceptable.
- If the subject teacher has been found to be over/under marking on a rubric(s) he/she will look at how other students have been marked against the rubric and make any relevant changes.
- During the moderation process the subject teacher will not give his/her initial grades to the students.
- Staff meetings and subject group meetings will be dedicated to giving professional development on moderation.
- Teachers will collaborate by sharing ideas in subject meetings and observing each other's classes within the subject.

Feedback

Primary Years Programme (PYP):

In the PYP, feedback is foundational for nurturing the development of young learners. It is geared towards supporting inquiry-based learning and helping students grasp fundamental concepts. Feedback here is personalized and formative, emphasizing students' strengths and areas needing improvement. Through detailed feedback, students gain insights into their progress, enabling them to refine their understanding and skills. It encourages a reflective mindset, prompting students to take ownership of their learning journey from an early stage.

Middle Years Programme (MYP):

Feedback in the MYP serves a dual purpose— it is formative and developmental. It is structured around the MYP criteria, offering specific insights into students' attainment of learning objectives. Detailed feedback helps students understand assessment expectations and areas for growth. It empowers students to engage in self-assessment and reflection, fostering a deeper understanding of their strengths and areas for improvement. MYP feedback supports the development of critical thinking, and self-regulation skills.

Diploma Programme (DP):

DP assessments are rigorous and demanding, making feedback critical for student success. In the DP, feedback is comprehensive, addressing the depth and complexity of subjects. It's aimed at refining students' analytical, evaluative, and synthesizing abilities. Detailed feedback in DP assessments guides students in honing their research, writing, and critical thinking skills essential for higher education. It helps students grasp the nuances of subject content, refining their approaches to learning and preparing them for university-level studies.

Across all IB programmes, feedback is an integral part of the assessment process. It is tailored to suit the developmental stages and academic demands of each program, empowering students to become self-directed learners. Feedback, when thoughtfully provided, supports students in setting and achieving learning goals, promoting a deeper understanding of subjects, and fostering a mindset of continuous improvement and academic excellence.

Primary Years Programme (PYP) Specific Objectives and Assessment Practices

In the context of the International Baccalaureate (IB) Primary Years Programme (PYP), assessment objectives represent the specific criteria and goals used to evaluate students' learning and overall development. The PYP places a strong emphasis on providing a holistic education and seeks to assess students in a well-rounded and comprehensive manner. All PYP schools are expected to establish assessment procedures and reporting methods that align with the program's philosophy and goals in order to provide feedback on the learning process. ([Making the PYP Happen, 2009](#))

Assessment plays a central role in fulfilling the PYP's learning and teaching mission of effectively guiding students in acquiring subject-specific knowledge and skills, understanding fundamental concepts, and developing approaches to learning. The PYP's approach to assessment acknowledges the significance of evaluating both the inquiry process and its resulting products, striving to harmoniously support both aspects. This approach actively involves students in the assessment process, encouraging teachers to view assessment as a means that serves its intended purpose. ([Primary Years Programme Learning and teaching 2019](#))

Assessment is an integral part of the daily educational process, taking various forms. Our belief in the diversity of children's learning styles, rates, and timings is evident through the array of assessments employed. The outcomes of these assessments play a pivotal role in shaping teacher decisions and guiding student learning. In the development and execution of assessments and evaluations, Primary teachers at St. Nicholas School are committed to ensuring that they are thoroughly aligned with the school's educational objectives and the unique needs of their students. This assessment process occurs consistently throughout the units of inquiry and specific subject areas, aligning with the objectives outlined in the scope and sequence documents.

Characteristics of effective assessments in the PYP

- Have criteria that are known and understood in advance
- Allow children to synthesize and apply their learning, not merely recall facts
- Highlight children's strengths and allows them to demonstrate their learning
- Allow children to express different points of view and interpretations
- Provide feedback regarding every stage of the learning/teaching cycle
- Based on student needs, interests and learning styles (student-driven)
- Involve collaboration between students and teachers
- Produce evidence of student growth and learning that can be clearly reported and understood by children, parents, teachers and administrators

The assessment component of PYP curriculum can be subdivided into "three closely related areas:

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

[\(Making the PYP Happen, 2009\)](#)

Middle Years Programme (MYP) Specific Objectives and Assessment Practices

The International Baccalaureate (IB) [Middle Years Programme \(MYP\)](#) is structured with specific assessment objectives at its core, aimed at comprehensively evaluating students' learning and development across various subject areas. These objectives ensure a balanced assessment, emphasizing not only what students have learned but also how they have developed as independent and effective learners through the cultivation of [Approaches to Learning \(ATL\)](#) skills. These essential ATL skills are seamlessly integrated into the MYP curriculum and serve as a critical component of student assessment, ensuring they acquire the skills necessary for both academic success and personal growth.

The primary goal of MYP assessment is to foster and support student learning. In doing so, the MYP places great importance on assessment processes that encompass the collection and analysis of information about student performance, providing timely feedback that aids in their growth. This approach to assessment within the MYP framework also recognizes the significance of assessing the learning process, not just the final outcomes. Consequently, MYP assessment serves as a vital instrument in nurturing ATL skills, particularly those closely linked to subject-group objectives, reinforcing the idea that it's not just about the end results, but also about the journey of learning itself.

Assessment in the middle school is neither norm-referenced, nor criterion-referenced, but instead it is 'criterion-related', whereby student assessment is guided by established criteria laid out by the IB. Teachers will then use the criteria to determine the students' achievement levels in conjunction with standards set by each department as to what constitutes work that fits into each criteria level. The levels for the four criteria within each subject group are aligned with numerical levels on a scale of 1 to 8 that are in turn divided into four bands (see example in Figure 1 below). The number 0 should be awarded to work that does not meet the description for the quality of work described in levels 1 or 2. A full list of the criteria for each subject group can be found in Figure 3 below.

Figure 1: Sample criteria and achievement levels

Year Group: Grade 6 (MYP 1)	Subject: Science
Criterion A: Knowing and Understanding	
Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student is able to: i. select scientific knowledge ii. select scientific knowledge and understanding to suggest solutions to problems set in familiar situations iii. apply information to make judgments, with limited success.
3-4	The student is able to: i. recall scientific knowledge ii. apply scientific knowledge and understanding to suggest solutions to problems set in familiar situations iii. apply information to make judgments.
5-6	The student is able to: i. state scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar situations iii. apply information to make scientifically supported judgments.

7-8	<p>The student is able to:</p> <ul style="list-style-type: none"> i. outline scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations iii. interpret information to make scientifically supported judgments.
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Once each criteria in the subject group has been awarded a grade out of 8, the final achievement level for the subject group at that point is determined by adding up all four grades for each criteria, and that number is then converted to a scale of 7 to 1 (see figure 2 below).

Figure 2: Conversion table for final achievement levels per subject group

Final Subject Grade	Grade Boundaries and Descriptors
7	Boundary guidelines 28 - 32. Produces high - quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfer knowledge and skills with independence and expertise in a variety of complex classroom and real - world situations.
6	Boundary guideline 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.
5	Boundary guidelines 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.
4	Boundary guidelines 15 - 18. Produces good-quality work. Communicates a 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.
3	Boundary guidelines 10 - 14. Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstanding 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.
2	Boundary guidelines 6 - 9. Produces work of limited quality. Expresses misunderstanding 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.
1	Boundary guidelines 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.

Figure 3: Assessment criteria per subject group

Middle school subject groups	Criteria in each subject	Highest attainment value of each criterion
Language and literature	A Analysing B Organising C Producing text D Using language	8
Language acquisition	A Listening B Reading C Speaking D Writing	8
Mathematics	A Knowing and understanding B Investigating patterns C Communicating D Applying mathematics in real life contexts	8
Sciences	A Knowing and understanding B Inquiring and designing C Processing and evaluating D Reflecting on the impacts of science	8
Individuals and societies	A Knowing and understanding B Investigating C Communicating D Thinking critically	8
Design	A Inquiring and analysing B Developing ideas C Creating the solution D Evaluating	8
Visual and performing arts	A Knowing and understanding B Developing skills C Thinking creatively D Responding	8
Physical and health education	A Knowing and understanding B Planning for performance C Applying and performing D Reflecting and improving performance	8
Each criterion contains a number of objectives and strands of assessment. All assessment guidelines will outline the details of the criterion being assessed.		

Further information on the assessment process that leads to the determination of a final achievement level for each criteria can be found in the next section.

Designing an assessment in the Middle Years Programme

All assessment tasks, be they formative or summative, should be designed with the following principles in mind. They reflect both the standards laid out by the IB, as well as the values of the school with regards to the purpose and value of assessments.

When designing middle school assessments, teachers should always aim to ensure that tasks:

- Address one or more middle school criteria or strands
- Are adaptable to a variety of learning needs and abilities
- Involve a range of critical and creative thinking skills, and address the development of ATLs
- Provide an opportunity to develop the transfer of skills, interdisciplinary learning, and application of knowledge and skills in different contexts
- Include clear and consistent use of command terms
- Be adaptable to students with identified learning needs
- Provide checkpoints for student reflection
- Provide opportunities for group work, communication with teachers, and peer feedback as far as possible
- Allow for timely and constructive feedback on performance
- Deliver a healthy balance between ongoing formative assessments and more conclusive summative assessments

Recording and Grading

Teachers should record evidence of learning and data on performance as well as feedback on the students' progress towards reaching the objectives of the task, but a final grade in the form of a numerical value on a scale of 0 to 8 should be given according to the subject group criteria and given achievement levels. The awarding of grades for summative assignments should align with the publication of reports (see above), and the overall 1-7 grade in each subject should represent a calculation based on at least two summative tasks for each assessment criteria. All summative assessments should be recorded on Managebac together with the grade and the feedback given after submission.

MYP Specific Assessments

External: Personal Project, ePortfolios, and eAssessment

The Personal Project is an independent student project that is developed by each individual student with the support and guidance of a teacher mentor, and its aim is to be a reflection of the students' ability to conceive of, manage and direct their own inquiry. It is internally assessed by each student's teacher mentor before it is submitted for moderation with the middle school coordinator and the Personal Project Coordination Team before it is submitted to the IB for external moderation.

Students are introduced to the Personal Project towards the end of Grade 9, and they will have completed and submitted a final version of their project towards the end of February in Grade 10. The stages of development of their project represent a culmination of the skills and knowledge they have acquired over the course of their middle school experience, and their work requires them to put into practice the attributes the school has aimed to help them develop into assessment capable and autonomous learner, including:

- Determining their own lines of inquiry and project focus
- Developing a structured plan with long and short-term goals, as well as specific deadlines
- Create their own proposals and success criteria for their project
- Keep detailed records of the development of their project and their research
- Initiate communication with their teacher mentor and/or the middle school coordinator

The eAssessments and ePortfolios are optional externally marked or moderated assessments available to all students in Grade 10. They are administered and marked by the IBO, following specific criteria and guidelines laid out in the [Middle Years Programme - From Principles Into Practice](#), and all students in Grade 10 are given the opportunity to register for the eAssessments and/or the ePortfolio where applicable. Students requiring accommodations for the assessments will receive personalised learning support both during the externally delivered assessments as well as mock and internal assessments, as outlined here below.

Diploma Programme (DP) Specific Assessments and Practices

In the Diploma Programme (DP), assessment plays a crucial role in supporting curricular objectives and fostering meaningful student learning. To this end, schools must carefully analyze assessment data as a means to inform teaching and learning practices. The DP places a distinct emphasis on criterion-related assessment, in contrast to norm-referenced evaluation methods. This approach involves assessing students' work against pre-identified levels of achievement rather than comparing it to the work of their peers. ([Diploma Programme: From principles into practice, 2015](#)).

DP assessments are intricately aligned with the course's aims and objectives, which means that effective teaching according to the curriculum also inherently equips students to meet the formal assessment requirements. This ensures that assessments not only measure students' understanding but also serve as integral components of the overall learning process, promoting a comprehensive educational experience by leveraging diverse assessment tools and strategies.

Formal Assessments

An important distinction is to be made between formal summative IB assessment and the supporting formative assessment processes that schools develop for themselves. Formative assessment encompasses “all those activities undertaken by teachers, and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.” (Black and Wiliam 1998: 7) Formative assessment is therefore a tool or process that teachers can use to improve student learning.

Formal summative assessment is defined as assessment directly contributing to the final diploma qualification. This includes both externally assessed components as well as components that are assessed internally but moderated externally by the IB. This also includes the Theory of Knowledge (TOK) essay and the extended essay (EE). Formal assessment within the Diploma Programme represents the ultimate summative evaluation in the IB education continuum, with direct implications for students' future educational pathways. [Diploma Programme assessment: Principles and practice \(2005\)](#).

School-based assessments

The academic year at St. Nicholas School Alphaville is divided into two semesters (August to December and January to June). Throughout each semester, students at St. Nicholas School Alphaville participate in a range of in-school assessments for the purpose of measuring and monitoring their academic progress throughout and at the end of each semester. These assessments encompass both formative and summative assignments, as outlined in the policy. The culmination of each semester's performance is reflected in the final grades, primarily determined by the students' achievements in the summative assessments.

The assessment requirements clearly outline the procedures for conducting summative assessments and how students will be evaluated at the conclusion of the course. It is the responsibility of teachers to not only design but also consistently provide ongoing formative assessments that offer valuable insights to students about their learning progress. Formative assessment plays a crucial role in enabling teachers to tailor their lesson planning and design of learning activities to meet the specific needs of individual learners.

A significant emphasis is placed on developing students' capacity to become better evaluators of their own performance, a key component in learning how to learn. This involves assisting students in developing strategies to enhance their performance. Formative assessment, in this context, underscores assessment as an integral part of the learning process. Various practices and instruments are employed by schools to support this approach, including student self-evaluation with teacher support, the systematic use of detailed assessment criteria such as rubrics and matrices, and peer evaluation facilitated by the teacher.

Assessment for the Core

For the [Theory of Knowledge](#) (TOK) course, the summative assessment includes both an essay and an exhibition. TOK grades, ranging from A to E, are assigned at the end of the semester based on these summative assessments. Unlike some other subjects, TOK does not have interim grades.

Unlike TOK, [Extended Essay](#) (EE) and [Creativity, Activity, Service](#) (CAS) do not have school-based assessments, and the school does not assign grades for these components of the Diploma Programme (DP). In the end-of-semester reports, comments on student performance and the extent of progress (such as on track, excellent, or concerning) are provided and recorded on Managebac.

Internal Assessments

Internal Assessments (IAs) in the International Baccalaureate (IB) provide students with an opportunity to showcase their mastery of skills beyond final examinations. Instead of averaging formative marks, IAs offer a reflection of cumulative achievement. The primary aim of internal assessments is to evaluate student proficiency in areas that may not be well-suited for external written exams. These components are initially assessed by the IB teacher and subsequently undergo moderation by an external moderator. Examples of Internal Assessments encompass a range of activities such as oral work in languages, essays in Higher Level (HL) languages (Group 1), laboratory work in the sciences, investigations in History and Business Management, exploration in mathematics, and projects like the comparative study, process portfolio, and exhibition in Visual Arts. The diversity of these assessments ensures a comprehensive evaluation of students' skills and knowledge across various disciplines.

Mock exams

To enhance students' readiness for the IB DP Final Examinations in grade 12, Pre-IB students, IB Diploma students, and IB Diploma Course students will undergo SNS Mock Examinations at the conclusion of grades 10 and 11, as well as in the initial days of March during the DP2 year (grade 12).

DP Final Exams

The IB DP Final Examinations take place over a three-week period in April - May of grade 12. Students can have up to six hours of examinations in one day (though this does not happen often). These are the summative examinations of their respective IB DP courses.

Home Learning

Home learning is assigned to reinforce students' understanding gained during lessons and/or to bolster their personal study skills, including investigation, research, and inquiries. The purpose of home learning is to enrich learning and promote academic achievement. It is strongly advised that students dedicate some time each night to work on assignments for each of their subjects. The specific time commitment may fluctuate

based on the workload of various courses at different points in the semester and the nature of the assigned tasks.

Late work

Ensuring success in the IB Diploma Programme is contingent upon students adhering to both School and IB Diploma Programme deadlines. A single missed deadline can swiftly impact both a course grade and a student's capacity to manage their workload. In order to motivate students to meet these deadlines, we will rigorously enforce the following guidelines for work which is submitted late.

All assignments are expected on their designated due date unless prior arrangements have been made with the instructor and a mutually agreed-upon new deadline has been established. Moreover, within the IB Diploma Programme, failing to meet a deadline for a formal IB Diploma Internal or External Assessment will prompt the following actions:

- First missed deadline: Student conference with the IB Diploma Coordinator to address time management, accompanied by an email notification sent to parents.
- Second missed deadline: A meeting involving the student, parent(s)/guardian(s), and IB Diploma Coordinator to formulate an academic contract and an individualized study plan.
- Third missed deadline: A comprehensive meeting with the student, parent(s)/guardian(s), IB Diploma Coordinator, and Principal to evaluate eligibility for formal IB Diploma examinations and assessments.

Recording and Reporting

The aim of assessment reports at St. Nicholas School is to communicate students' progress and performance against established curricular or IB criteria to both students and parents. These reports also offer guidance on areas for improvement and steps towards developing autonomy and self-assessment. At St. Nicholas School Alphaville, a variety of methods and approaches are utilized to gather information on students' progress, involving students, parents, subject teachers, class tutors, peers, and external evaluators. Importantly, assessment tasks are designed to support and enhance effective classroom teaching and learning.

Recording and reporting of assessments are conducted through the following methods:

1. Teachers document homework activities with deadlines in Managebac. Long-term projects (such as TOK essays, IA assignments, extended essays, etc.) are also noted in the Calendar of Internal Deadlines, and individual portfolios are created for each DP student on Managebac to track their progress. Teachers proactively record as many long-term assignments as possible in advance, providing students with the opportunity to enhance their self-management and time management skills.

CAS blog entries are not included in the calendar of deadlines; students are aware that they should write an entry every three weeks, and the coordinator consistently checks and monitors this. Reminders about CAS blog entries are recorded in Managebac, and notifications are sent if an entry has not been submitted.

2. All tasks, both summative and formative, are recorded on Managebac. This includes details of the task, rubric design (where applicable), required resources, as well as marks, grades, and comments from subject teachers. Parents and students with respective Managebac login IDs can access this information in real time.

3. An interim report is provided for each semester to keep parents and students informed about the child's progress. This report comprises:

- Final grade points (1-7) for each subject except for students who sit a group 6 (excluding Group 6 subjects).
- Progress updates for TOK, CAS, and EE on Managebac.
- Progress updates on Managebac for subject 6 students regarding exhibition and portfolio when relevant.

Responsibilities for reporting on the progress of core components are assigned as follows:

- EE (Extended Essay): Overseen by the EE Coordinator, in collaboration with input from EE supervisors.
- TOK (Theory of Knowledge): Supervision by the TOK Coordinator.
- CAS (Creativity, Action, Service): Management by the CAS Coordinator, with collaborative input from CAS Advisors.

4. A comprehensive semester report is issued at the end of each semester, featuring:

- Final grade points (1-7) for each subject.
- TOK grade (E - A).
- Teacher comments for each subject, including TOK.
- Teachers' indications of progress for CAS and EE on Managebac.

5. As part of the school's commitment to fostering learner agency and autonomy in learning and assessment, students, with the guidance and support of their teachers, are entrusted with the responsibility of participating in three Parent-Teacher-Student Conferences each year. These conferences occur in the week following the release of reports in November and March. The primary objectives of these conferences are for students to:

- Share their assessments, progress, and learning, offering their interpretation to parents and teachers.

- Reflect on both successes and challenges in a constructive and supported manner.
- Establish realistic long-term and short-term goals, reflecting on strategies and methods to achieve them.
- Enhance their understanding of their role as the central agent in the learning process through discussions about past and upcoming assessments.

Predicted Grades

The Predicted grade is the teacher's prediction of the grade the student is expected to achieve in the subject, based on all the evidence of a student's work and the teacher's knowledge of IB standards. Predicted grades for each Diploma student are initially assigned by subject teachers at the end of (Year 2) and undergo revision. These grades take into account the candidate's performance throughout the year (if applicable). While it is not mandatory for the grade to be an exact average of the candidate's scores, it is crucial for the grade to closely align with the student's performances in school-based assessments, with a higher weightage assigned to the most recent performances.

A committee, comprising the Secondary Head, DP Coordinator, University Counselor, and relevant subject teachers, thoroughly reviews all predicted grades before their release to universities. This evaluation process is required to be completed within one week of the predicted grades being issued.

Predicted grades submitted to the IB

Predicted grades are submitted to the IB after the second mock examinations. The process is the same as above with the exception that mock examination grades are taken into consideration.

Grading

The grades given by the subject teachers of St. Nicholas School Alphaville are subjective and summative, but as reflective of the IB grading as possible. All subject teachers identify the rubrics and parts of units which are tested against the course criteria and graded against grade descriptors continuously. Students are continuously assessed on various assignments during the two years. The specific course descriptors for each individual course can be found in [Diploma Programme Grade Descriptors Guide](#). The general grade descriptors for all courses are below for reference:

Subjectivity is minimised through the use of standardisation and moderation procedures as outlined on page 11 and 12 of this document.

Grade	Percentage	Description
7	85% - 100%	The Student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation, and technical skills are evident, as is the ability to analyse, evaluate and synthesise qualitative and quantitative evidence, knowledge, and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make highly effective use of well-selected examples, demonstrate awareness of alternative points of view and provide unambiguous evidence of intercultural understanding.
6	70% - 84%	The Student demonstrates exceptionally good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation, and technical skills are evident, as is the ability to analyse, evaluate and synthesise evidence, knowledge, and concepts. In collaborative exercises, the Student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, consistent terminology, and appropriate attention to purpose and audience. Responses show creativity, use examples effectively, demonstrate awareness of alternative points of view, and provide evidence of intercultural understanding.
5	56% - 69%	The Student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness, and critical, reflective thinking evidence. Research, investigation, and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the Student works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured, and coherent, with relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding.
4	46% - 55%	The Student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation, and technical skills are evident but not thoroughly developed. The analysis is valid but more descriptive than evaluative. The Student solves basic or routine problems but with limited ability to deal with new or difficult situations. In collaborative exercises, the Student works within a team and approaches investigations ethically and responsibly but requires supervision. Responses are primarily accurate and precise with little irrelevant material. There is some ability to logically structure answers with adequate coherence and the use of appropriate terminology. Responses sometimes show creativity and include some awareness of the audience and evidence of intercultural understanding.
3	33% - 45%	The Student demonstrates basic knowledge and understanding of the content, with limited conceptual and contextual awareness evidence. Research and/or investigation is evident but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly but require close supervision. Responses are only

		sometimes valid and appropriately detailed. There is some expression of ideas, organisation of work, and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity, and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.
2	21% - 32%	The Student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organise work, but the answer is rarely convincing. There is truly little creativity, awareness of context or audience and little evidence of intercultural understanding.
1	0% - 20%	The Student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organisation is lacking to the point that responses are confusing. Responses demonstrate extraordinarily little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.

We are here to help students succeed! If, by the end of the first DP year, a student has not met these requirements, we will work closely with them to find the best path forward for their success in the second IB year.

The conditions to meet

- There is no grade N or 1 in any subject;
- There is no grade less than 3 at higher level subjects;
- Overall, there are no more than three grades 3 or below;
- The student has not been found guilty of malpractice;
- All IB assignments for DP1 have been completed;
- The student has consistently kept task and homework deadlines;
- The student has consistently attended classes, there is more than 50% of attendance in every subject;
- CAS requirements have been met.

IB Diploma Grade 12 passing requirements

To earn the IB Diploma Programme, students need to enrol in courses from each of the five academic groups: Language A, Language B/ abinitio, Individuals and Societies, Experimental Sciences, and Mathematics. In addition, they must select a sixth course, which can be an Arts course or an additional course from any of the groups mentioned earlier. Successfully fulfilling the Theory of Knowledge (TOK), Extended Essay (EE), and Creativity, Action, and Service (CAS) requirements is also necessary for completion. Upon

successful completion of the IB Diploma students can earn up to a maximum of 45 points. Each course completed in the six groups provides a maximum of seven (7) points plus an additional three (3) bonus points may be awarded for their combined performance on ToK and the extended essay. In order to receive the IB Diploma, a student must complete all assessment components for each of the six subjects and complete the TOK, EE and CAS requirements.

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

A student must meet the following additional rules and requirements:

- CAS requirements have been met.
- The candidate's total points are 24 or more.
- There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- There is no grade E awarded for theory of knowledge and/or the extended essay.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects
- The candidate has gained 9 points or more on SL subjects
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

An IB Diploma student who fails to satisfy the requirements for the IB Diploma will be awarded certificates for individual subjects.



Communication of the Assessment Policy

The assessment policy is consistently disseminated throughout the St. Nicholas School Alphaville community via various channels. It is communicated during staff meetings, grade-level meetings, and through the school's communication platform for parents (iScool). Additionally, the policy is prominently displayed on the school's website, and new staff members will receive orientation sessions specifically highlighting this document.

Outlined below are the steps and strategies to effectively communicate and implement the assessment policy:

- **Website Integration:** Ensure the assessment policy is prominently featured on the school's website. Create a dedicated section for parents, students, and faculty to readily access and review the policy.
- **Parent-Teacher Engagement:** During parent-teacher meetings, actively discuss the assessment policy with parents and caregivers. Allow for open dialogue, addressing any inquiries or uncertainties they might have.
- **Orientation Programmes:** Conduct orientation sessions at the start of each academic year or for new students, emphasizing the importance and nuances of the assessment policy within the context of the IB PYP, MYP, and DP.
- **Newsletters:** Send newsletters and emails to both parents and staff, summarizing the key aspects of the assessment policy, its objectives, and its integration across various IB programs.
- **Student-Centred Approach:** Organize student assemblies tailored to different age groups, presenting the assessment policy in engaging ways such as videos, discussions, or interactive activities to ensure comprehension and relevance for students.
- **Multilingual Materials:** Develop visually appealing brochures and posters in multiple languages, providing concise summaries of the assessment policy. Display these materials prominently across the school premises.
- **Professional Development:** Offer workshops and professional development sessions for faculty and staff to ensure their comprehensive understanding and effective implementation of the assessment policy.
- **Parent Workshops:** Arrange workshops specifically aimed at parents to elucidate the practical implications of the assessment policy and to guide them in supporting their children's assessment journey at home.
- **Collaboration with Parent Associations:** Work in collaboration with parent associations to effectively communicate the assessment policy and encourage active participation and discussion within the parent community.



- School-wide Communication: Present the assessment policy during comprehensive school meetings or gatherings to ensure all staff members, including support staff, are well-versed with its contents.
- Utilizing Multilingual Staff: Leverage the skills of staff members proficient in various languages to aid in communicating and ensuring understanding of the assessment policy across diverse language communities within the school.

By employing a diverse array of communication methods and engaging all stakeholders, the St. Nicholas School Alphaville community will cultivate a unified understanding and commitment to the assessment policy, thereby fostering a supportive and inclusive environment conducive to effective assessment practices for all members.

Policy Review Process

This policy will undergo regular and official reviews, following the school's established policy review cycle, with a frequency of once every two years. The next scheduled review is set for 2025 and will involve key stakeholders to ensure comprehensive feedback and input. The review committee will consist of the following participants:

- Senior Leadership Team: Including all programme coordinators to assess the policy's alignment with the school's overall vision and objectives.
- Representatives for the School's Teachers: To provide insights from the educators' perspective and assess the policy's practicality and effectiveness in assessment-related matters.
- Student Representatives: To offer the student body's viewpoint, ensuring the policy remains relevant and considerate of their needs and experiences.
- Parent Representatives: To represent the parent community and provide valuable feedback on how the policy impacts students' education and well-being.

Links to other policies

[St Nicholas School Alphaville Language and Literacy Policy](#)

[St Nicholas School Alphaville Admissions Policy](#)

[St Nicholas School Alphaville Access and Inclusion Policy](#)

[St. Nicholas School Alphaville Academic Integrity Policy](#)

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