



Mehr.e.Taban  
International School

## **Assessment Policy**



**Most recent review: August 2025**

## **Assessment Policy**

Assessment means assessing one's capacities in a given situation. Bachman (1990) used the term measurement instead and argued that there were differences among evaluation, measurement, and test. Measurement is "the process of quantifying the characteristics of persons according to explicit procedures and rules" (p. 18). The test, then, on the other hand, was a specific measurement method. Evaluation describes the decisions made based on the two. In the International Baccalaureate terms, assessment is the same as measurement.

We at the Mehr-e-Taban International School believe that, in addition to giving feedback about our progress and practical assessments:

- improve and encourage student learning by providing effective feedback on the
- learning process and outcomes;
- inform planning and teaching;
- assess not only students' knowledge but also their deep understanding of concepts and the acquisition of skills;
- Assessments are a continuous, ongoing process;
- are directly related to learning outcomes/curriculum standards
- are criterion-based;
- use a wide range of multiple strategies and tools;
- have precise criteria that are known and understood in advance;
- involve frequent opportunities for students to be assessed in authentic contexts;
- engage the learner in a reflection on their learning
- Assess personal growth and the development of the IB learner profile attributes.
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Assessment should be honest, accurate, fair, and reliable to reach the above aims and objectives. Additionally, it should be realistic and accommodate different learning needs.

The learning techniques are clear, concise, and understandable to students.

Assessment should not be stress-inducing for students and should be compatible with their interests and abilities. The assessments are relevant and challenging to the content. The assessment strategies must encompass a broad spectrum of understanding, knowledge, and skills. Furthermore, feedback should be regularly and accurately reported to students and parents.

## **I. Assessment and Tasks**

Dornyei (2009) justified the use of tasks in learning, stating that “by focusing on tasks, We can break down the complex, prolonged learning process into discrete segments with clear-cut boundaries, thereby creating distinct behavioral units that have a well-defined profile in terms of...input/output and...operations involved” (p.279)

Richards and Schmidt (2010) described task dimensions as (bullets added):

- Goals – the kind of goals teachers and learners identify for a task (subject-group objectives)
- Procedures – the operations or procedures learners use to complete a task
- (Teaching strategies and learning outcomes)
- Order – the location of a task within a sequence of other tasks
- Pacing – the amount of time that is spent on a task (differentiation)
- Product – the outcome or outcomes students produce, such as a set of questions, an essay, or a summary as the outcome of a reading task (differentiation)
- Learning strategy – the kind of strategy a student uses when completing a task (differentiation)
- Assessment – how success on the task will be determined (differentiation)
- Participation – whether the task is completed individually, with a partner, or with a group of other learners (differentiation)
- Resources – the materials and other resources used with a task (subject-group requirements)
- Language – the language learners use in completing a task (e.g., the mother tongue or English, or the particular vocabulary, structures, or functions of the task requires the learners to use. (p. 584)

The concept of task is central to many classrooms' teaching and learning theories,

and the school curriculum is sometimes described as a collection of tasks. From this viewpoint, school work is defined by a core of essential tasks that recur in the curriculum. The teacher's choice of tasks determines learning goals, how learning will occur, and how the learning results will be demonstrated.

## **II. Why We Need Assessment**

The way assessment contributes to learning is essential, as the primary purpose of assessing students' knowledge is to create a washback effect on their understanding. This effect can be defined as a movement from declarative knowledge to procedural knowledge.

Wallach and Lebiere (as cited in Dornyei, 2009) attributed procedural knowledge to condition-action rules (production) and declarative knowledge to factual knowledge.

Anderson (as cited in Dornyei, 2009), in his Adaptive Control of Thought theory (ACT), elaborates on the movement above in terms of three stages:

1. A conscious cognitive or declarative stage, where a declarative description of the procedure is learned, about factual questions
2. An associative or procedural stage, where the learner works on procedures for performing the process of concept-making or conceptual questions
3. An autonomous or automatic stage, where execution of the skill becomes fully automated; about skill-exploitation or debatable questions. (p. 150)

The term skill suggests that ACT is a skill-learning theory in which skill "refers to 'an acquired ability that has improved as a consequence of practice'" (Carlson, as cited in Dornyei, 2009, p. 151). As a result, we need the types of assessment that focus on individual progress, are ongoing, and can show the final level of individual achievement.

## **III. Assessment in the Primary Years Programme**

At Mehr-e-Taban International School (MIS), assessment is an integral part of our implementation of the IB Primary Years Programme (PYP). Aligned with the most current IB expectations, our approach to assessment is both comprehensive and flexible, supporting meaningful learning for all students. It is designed to uphold the PYP's commitment to learner

agency, evidence-informed teaching practices, and authentic, real-world learning engagements.

Assessment at MIS is structured around the four key dimensions outlined by the IB:

### **Assessment Dimensions**

1. **Monitoring:** Daily, interactive feedback during learning
2. **Documenting:** Capturing learning experiences over time
3. **Measuring:** Gathering evidence to evaluate progress
4. **Reporting:** Sharing insights with students, families, and the community

### **Assessment Tools**

The following tools are used to gather **qualitative and quantitative evidence** of learning:

<b>Tool</b>	<b>Description</b>
<b>Rubrics</b>	Descriptive criteria for performance levels, often co-created with students
<b>Checklists</b>	Lists of elements or steps to be completed or observed
<b>Anecdotal Records</b>	Brief notes based on observations on the students works
<b>Continuums</b>	Managebac Developmental progressions
<b>Portfolios</b>	Collections of student work over time with reflections
<b>Graphic Organizers</b>	Visual tools and routines to organize thoughts and knowledge

**Learning Journals**      Student-driven records of experiences, thoughts, and growth

**Peer      &      Self- Reflection tools supporting student ownership and agency  
Assessments**

**Photographs      and      Used especially with early learners and for visual learning,  
Videos      evidence**

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### **Assessment Strategies**

These strategies focus on *how* evidence is gathered:

<b>Strategy</b>	<b>Purpose</b>
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<b>Observation</b>	Noticing learner behavior, choices, and collaboration
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<b>Questioning</b>	Using open-ended questions to provoke thinking
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<b>Discussion      &amp;      One-on-one or group conversations that uncover understanding Dialogue</b>	
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<b>Learning      Conferencing to reflect, set goals, and plan next steps Conversations</b>	
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**Performance Tasks** Authentic, real-world challenges to demonstrate learning

**Quizzes      and      To check for prior or post-unit understanding  
Surveys**

**Documentation Panels** Class walls serve as a visual representation of the learning process and students' thinking. Managebac planners' records. Managebac descriptive reports. School social media channels.

**Concept Mapping** Classroom Theme walls and linking ideas to show conceptual understanding

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### Three Assessment Approaches in the PYP

#### 1. **Assessment FOR Learning**

*Formative – Guides instruction and learning*

→ Tools: questioning, learning conversations, self-assessment checklists

→ Strategy: frequent feedback ( oral/written ) to the students and guardians

#### 2. **Assessment AS Learning**

*Student reflection and metacognition*

→ Tools: journals, peer assessment, goal-setting

→ Strategy: students take ownership, regulate learning, and provide feedback

#### 3. **Assessment OF Learning**

*Summative – Evaluating mastery or progress*

→ Tools: performance tasks, rubrics, exhibitions

→ Strategy: show understanding in authentic contexts

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### Key Features of Effective Assessment

- **Authentic:** Connected to real-world contexts
- **Student-centered:** Promotes voice, choice, and ownership
- **Varied:** Uses multiple forms of data (written, oral, visual, digital)
- **Inclusive:** Differentiated to support diverse learners
- **Collaborative:** Engages students, teachers, and parents
- **Developmental:** Emphasizes growth over time, not comparison to others

## **IV. Assessment in the Middle Years Programme**

### **MYP Assessment Policy**

#### **1. Philosophy of Assessment**

Assessment at our school aligns with the IB's and MIS's mission to develop inquiring, knowledgeable, and caring individuals. Through a combination of formative, summative, internal, and external assessments, including the ePortfolio, Personal Project, and e-Assessments in MYP Year 5, we aim to cultivate reflective and resilient learners equipped for future challenges.

#### **2. Purpose of Assessment**

Assessment is integral to the teaching and learning process, serving to:

- Support and encourage student learning by providing feedback on the learning process
- inform, enhance, and improve the teaching process
- Provide an opportunity for students to exhibit transfer of skills across disciplines, such as in the personal
- project and interdisciplinary unit assessments
- Promote positive student attitudes towards learning
- promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts
- promote the development of critical and creative thinking skills
- reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts



- support the holistic nature of the programme by including in its model principles that take account of the development of the whole student. Table 1 provides an overview of the objectives for each subject group.

### **3. MYP Subjects Offered at Our School**

Our school offers a robust and comprehensive curriculum across the eight MYP subject groups:

**1. Language and Literature**

- o English
- o Persian

**2. Language Acquisition**

- o French

**3. Individuals and Societies**

- o Social Studies
- o History
- o Geography

**4. Sciences**

- o Chemistry
- o Biology
- o Physics

**5. Mathematics**

**6. Design**

- o Digital Design

**7. Arts**

- o Visual Arts
- o Music

**8. Physical and Health Education (PHE)**

- o Focus on physical well-being, teamwork, and health concepts.

#### 4. MYP assessment criteria

Assessment in the MYP is integral to all teaching and learning. The IB advocates for individualized education in the same vein as inclusive education. In the MYP programme a “criterion-related” approach is advocated which represents a philosophy of assessment that is neither “norm-referenced” (where students must be compared to each other and an expected distribution of achievement) nor “criterion-referenced” (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level). (IB, 2014)

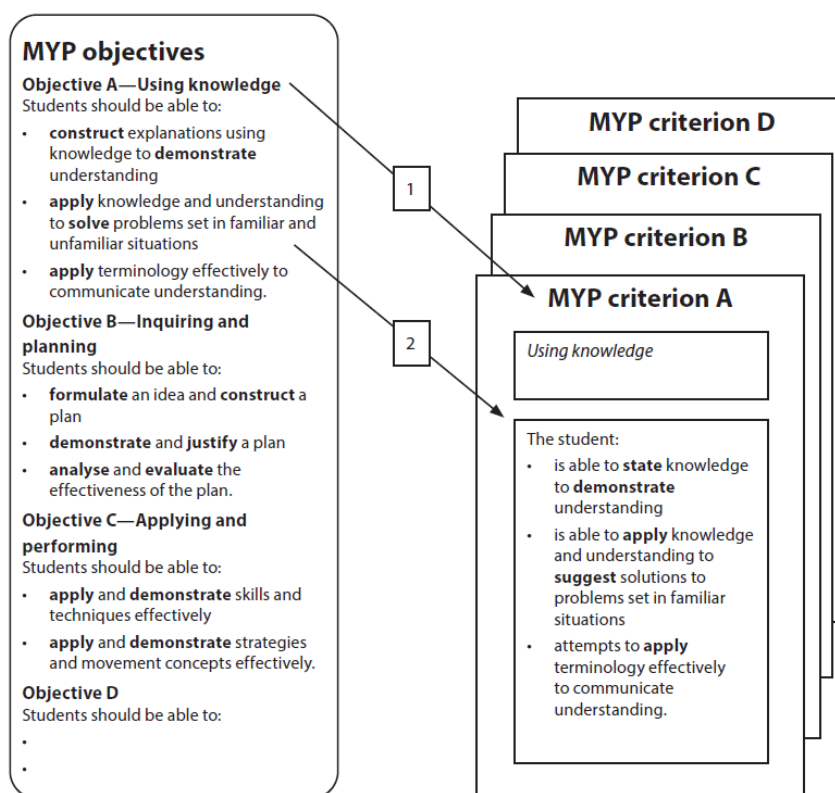
MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme.

The MYP assessment criteria across subject groups can be summarized as follows:				
	A	B	C	D
<b>Language and Literature</b>	Analyzing	Organizing	Producing text	Using language
<b>Language Acquisition</b>	Listening	Reading	Speaking	Writing
<b>Individuals and Societies</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
<b>Arts</b>	Investigating	Developing	Creating/performing	Evaluating
<b>Physical and health Education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance

<b>Design</b>	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
<b>Personal Project</b>	Planning	Applying skills	Reflecting	
<b>Interdisciplinary</b>	Evaluating	Synthesizing	Reflecting	

**Table 1: Overview of MYP Objectives**

## 5. Alignments of Assessment Criteria with Subject-group Objectives



## 6. Overview of the MYP Assessment Process

### 1. Criterion-Related Assessment

The MYP uses a criterion-related approach where students are assessed against specific criteria for each subject group. This ensures that assessment focuses on

individual achievement and learning goals rather than comparing students to each other (norm-referenced) or requiring mastery of lower levels before advancing (criterion-referenced).

## 2. **Transparency and Communication**

- o Assessment criteria and objectives are clearly outlined in subject-specific guides and shared with students at the beginning of each unit.
- o Students are aware in advance of what is expected of them and how their performance will be evaluated.

## 3. **Formative and Summative Assessments**

- o **Formative Assessments:** These are ongoing and used to provide feedback, identify learning gaps, and guide instructional planning. Examples include quizzes, reflections, peer reviews, and practice tasks.
- o **Summative Assessments:** These occur at the end of a learning unit to evaluate the extent to which students have achieved the objectives. Examples include projects, essays, presentations, and tests.

## 4. **The Role of Feedback**

- o Feedback is an essential part of the process, helping students understand their strengths and areas for improvement.
- o Teachers provide actionable and constructive feedback based on assessment criteria.

## 5. **Best-Fit Approach**

- o Teachers use the "**best-fit**" approach to assign achievement levels, taking into account the overall quality of student work.
- o The "best-fit" method allows teachers to make holistic professional judgments, ensuring fairness and alignment with the descriptors.

## 6. **Interdisciplinary Assessments**

- o The MYP emphasizes the importance of connections between disciplines.
- o Students engage in interdisciplinary assessments, which require the application of skills and knowledge from multiple subject areas to solve real-world problems.

## 7. Standardization and Moderation

- o Teachers collaborate to ensure consistency and reliability in assessments.
- o Moderation processes are employed to align assessment practices and verify the accuracy of grades.



### MYP Assessment Standardization Form 2024-2025



Student's name:		Subject Group:	
MYP year (Grade):			
<b>CRITERION</b>	<b>A</b>	<b>Assessor(s)</b>	<b>Justification</b>
Level of achievement (individual)			
Level of achievement (group 1)			
Level of achievement (group 2)			
<b>CRITERION</b>	<b>B</b>	<b>Assessor(s)</b>	<b>Justification</b>
Level of achievement (individual)			
Level of achievement (group1)			
Level of achievement (group 2)			
<b>CRITERION</b>	<b>C</b>	<b>Assessor(s)</b>	<b>Justification</b>
Level of achievement (individual)			
Level of achievement (group1)			
Level of achievement (group2)			
<b>CRITERION</b>	<b>D</b>	<b>Assessor(s)</b>	<b>Justification</b>
Level of achievement (individual)			
Level of achievement (group 1)			
Level of achievement (group 2)			
<p>* Appendix A: Internal standardization – Subject Specific Summative Tasks</p> <ol style="list-style-type: none"> <li>1. Study the students' summative assessment</li> <li>2. Use the subject specific criterion to assess them individually</li> <li>3. Form groups of two or three and compare assigned levels and discuss</li> </ol>			

## **7. Assessment task type**

Assessment task types advocated by the International Baccalaureate (IB; 2014) in the MYP include:

- Compositions- musical, physical, artistic
- Creation of solutions or procedures in response to problems
- Essays
- Examinations
- Questionnaires
- Investigations
- Research
- Performances
- Presentations-verbal (oral or written), graphic (through various media)
- GRASPS (Goal, Role, Audience, Situation, Product, Standards)

Furthermore, tasks, based on the IB (2014) should be

- Rigorous: providing access to all the achievement levels (0-8);
- Appropriate: each unit covering at least one strand of the objectives
- Clarified: what is expected from students should be made clear based on level descriptors in the assessment criteria

## **8. Achievement levels in the assessments**

Each criterion is divided into various achievement levels (numerical values) that appear in bands, and each band contains general, qualitative value statements called level descriptors. Levels 1 and 2 appear as the first band, levels 3 and 4 as the second band, and so on. Level 0 is available for work that is not described by the band descriptor for levels 1 and 2. All criteria have four bands and a maximum of eight achievement levels. All MYP subject groups have four assessment criteria, each divided into four bands, representing two achievement levels. MYP criteria are equally weighted.

The level descriptors for each band describe a range of student performance in the various strands of each objective. At the lowest levels, student achievement in each strand will be

minimal. As the numerical levels increase, the level descriptors describe greater achievement levels in each of the strands.

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.

## 9. Assessment Practices in MYP Year 5

### 9.1. ePortfolio

- **Subjects:** Visual Arts, Design, and PHE.
- **Purpose:** Students compile evidence demonstrating mastery of MYP objectives.
- **Process:**
  - Students curate samples of their work throughout the year.
  - Teachers provide regular checkpoints and guidance on portfolio development.
  - Final portfolios are submitted to IB for external moderation.

### 9.2. Personal Project

- **Purpose:** A self-directed, in-depth exploration of a topic that reflects the student's interests and passions.
- **Components:**
  - **Process Journal:** A record of planning, research, and reflections.
  - **Product/Outcome:** A tangible or intangible creation demonstrating skills and knowledge gained.
  - **Report:** A structured account explaining the project's purpose, process, and findings.
- **Support:**
  - Supervisors meet regularly with students to offer feedback.
  - Workshops on research methods, report writing, and presentation skills are provided.
- **Assessment:** Based on MYP Personal Project criteria (A-D).

### 9.3. e-Assessments

- **Timing:** May of Year 5.
- **Subjects:**
  - Language and Literature (English or Persian)
  - Mathematics



- o Sciences
- o Individuals and Societies
- o Interdisciplinary
- o Language Acquisition (French)
- **Format:** A mix of on-screen assessments and extended responses evaluating critical thinking, analysis, and real-world application.
- **Preparation:**
  - o Mock eAssessments simulate IB exam conditions.
  - o Study skills and time management workshops are offered.
  - o Individual feedback sessions help students identify areas for improvement.

## 10. Reporting and Communication

1. **ManageBac:**
  - o Used to track all assessment submissions, feedback, and deadlines.
  - o Parents and students have real-time access to grades and comments.
2. **Personalized Feedback:**
  - o Teachers provide detailed comments on ePortfolio, Personal Project, and e-Assessment performance.
  - o End-of-term reports include reflections on progress and recommendations for growth.
3. **Best-Fit Approach**
  - o Teachers use the "**best-fit**" **approach** to assign achievement levels, taking into account the overall quality of student work.
  - o The "best-fit" method allows teachers to make holistic professional judgments, ensuring fairness and alignment with the descriptors.
4. **Standardization and Moderation**
  - o Teachers collaborate to ensure consistency and reliability in assessments.
  - o Moderation processes are employed to align assessment practices and verify the accuracy of grades.
5. **Parent Engagement:**

- o Regular updates are shared during parent-teacher conferences.
- o Workshops on supporting students with external assessments are available.

## **6. National Requirements**

The national requirements imposed on middle school students are the subjects they must take, the hours they must attend in each subject, and their final achievement mark, which is out of 100. MIS has ensured that the students' schedule is organized in a way that meets both the Ministry and IB requirements for subjects.

## **11. Academic Integrity**

Students are trained in ethical academic practices, including proper citation of sources and collaborative work. Strict adherence to IB's standards for honesty is expected, especially for the Personal Project and eAssessments.

## **12. Inclusivity in Assessment**

MIS ensures inclusivity through:

- **Differentiation:** Tasks are tailored to meet the diverse needs of learners, ensuring every student can demonstrate their potential.
- **Accommodations:** Students requiring learning support receive IB-approved accommodations, such as extended time or modified formats for e-Assessments.

In conclusion, the MIS assessment procedures ensure that students are being evaluated, thereby enhancing their learning experience. These procedures ensure that MIS students become lifelong learners, are not compared with other students, and utilize students' differences to promote positive feedback and critical thinking skills. MIS aims to encourage and support learners to become inquirers and thinkers. Accordingly, all assessments are based on unit planners, ATL skills, Global Context, and IB learner profiles. The objective behind these assessments is to adapt students' knowledge and skills to new contexts within and beyond the scope of their classroom.

## **VI. Assessment in the IB Diploma Programme**

MIS ensures that all three programs are assessed in a manner consistent with our philosophy of assessment outlined above. In the IB Diploma programme, students' assessed work may vary in its purpose, and teachers are expected to use the full range of assessment activities. Teachers will inform students of the criteria that will be used to evaluate their work, both for internal assessment (IA) and external examination (EA). The weight of each assessment criterion and the assessment components of each subject are reported in the MIS DP assessment booklet. It is expected that students will be completely aware of what is required to fulfill the criteria for any particular piece of assessed work. Internal and external assessments will be used in the IB Diploma Programme. Internal assessment is undertaken by school teachers and moderated by the IB examiner,s while external assessment involves teachers and/or coordinators sending candidate work to IB examiners for the final evaluation. DP Mock exams are held twice a year, and the IB question bank is provided for summative assessment design.

DP Teachers and students standardize their assessment marks by reviewing sample IB mark schemes for each subject. The teacher support material on PRC is used to review samples of student-assessed work.

Grades awarded for criteria-referenced tasks are converted into a final 7(high)- 1(low) reported grades by measuring students' performance against moderated grade boundaries, based on boundaries published by the IB titled "Grade descriptors".

DP IB results are also used for self-reflection and evaluation of teachers' teaching and assessment strategies in both IA and predicted grades.

### **Recording and Reporting in the DP**

Assessment in the diploma program (DP) is recorded in the following ways:

- Each student has a ManageBac account in which each subject and all its evidence of formative and summative assessments, such as homework records, lab reports, quizzes, projects, etc, are recorded.

- Each teacher has a class on ManageBac in which all data about the teachers' teaching report, student attendance and behavior as well as student's achievement grades and assessment details and the teacher's comments are recorded.

Assessment in the diploma program is reported in the following ways:

- Parents have access to all assessment reports on ManageBac
- Biannual official school report cards
- Student report their CAS activities on the ManageBac

### **Formative and summative assessment**

Formative and summative assessments are an integral part of the teaching and learning process in the diploma program and will be conducted by way of monthly quizzes, observations of student personal and social development, projects, lab reports, preparation as well as internal assessment components for subjects. Formal examination sessions will be held at the end of each semester and therefore a total of three times before the official IB examinations in the May session.

### **National Requirements**

There are no national assessment requirements imposed on high school students except in terms of the subjects they must take, the hours they must attend in each subject, and their final achievement mark which is out of 100. MIS has made sure the students' schedule is organized in a way that both the Ministry and IB requirements for subjects are met. The final achievement marks out of 7 will be converted to a mark out of 100 for ministry purposes.

### **Rights and Responsibilities of the School Community**

Assessment is a shared responsibility between students, teachers, parents, and the school leadership. Each member of the community has rights that protect fairness and transparency, as well as responsibilities that ensure integrity and consistency.

## Students

- **Rights:**
  - To receive clear assessment criteria and expectations before beginning a task.
  - To obtain timely, constructive, and honest feedback that supports learning and growth.
  - To have their learning assessed fairly, consistently, and without bias.
- **Responsibilities:**
  - To complete all tasks honestly and to the best of their ability.
  - To reflect on feedback and use it to improve future work.
  - To meet deadlines and follow assessment guidelines.

## Teachers

- **Rights:**
  - To access professional development and resources that support fair and effective assessment.
  - To receive support from programme coordinators and leadership in moderating and standardizing assessments.
- **Responsibilities:**
  - To design authentic, challenging, and inclusive assessments aligned with IB criteria.
  - To provide timely, constructive, and actionable feedback.
  - To collaborate in internal moderation and standardization processes to ensure fairness and consistency.

## Parents/Guardians

- **Rights:**
  - To be informed about their child's progress through regular reporting and conferences.
  - To understand the school's assessment philosophy and how it supports student learning.
- **Responsibilities:**
  - To support students in meeting deadlines and engaging in honest academic practices.
  - To communicate constructively with the school about their child's learning.

## School Leadership

- **Rights:**

- To set expectations for consistency across the school's assessment practices.
- **Responsibilities:**
  - To ensure assessment practices remain aligned with IB philosophy and local/national requirements.
  - To lead moderation, review processes, and professional learning to uphold quality and fairness.

## Review Process

The Assessment Policy is a dynamic document that is reviewed regularly to ensure it reflects IB expectations, school values, and evolving educational needs. The review process is guided by the IB's principles of fairness, transparency, and shared responsibility.

- **Frequency of Review:** Every two years, or earlier if IB requirements or national regulations change.

**Most recent review: August 2025**

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