



## Al Faris International School Assessment Policy

### IB Continuum (PYP – MYP – DP)

*Updated September 2025*

#### Revision Process

This policy was first developed during the school year 2014/15 by the IB coordinators at Al Faris International School in collaboration with teachers. Since then, the IB coordinators, HODs, subject coordinators, and teachers have reviewed the policy annually. In addition, this policy is published on the school website and communicated to teachers, parents, and students, whose feedback is gathered through surveys, meetings, and reporting cycles and considered during the annual review.

#### Purpose

The purpose of this document is to help the community understand the FIS perspective on assessment and the important practices we adhere to in our assessment policy. The school ensures assessment supports learning, measures growth, and fosters student agency. Assessment at FIS is aligned with IB Standards & Practices and is designed to support continuous learning, provide meaningful feedback, ensure fairness and consistency, promote reflection and self-regulation, and measure conceptual understanding and skills development. FIS envisions assessment as an ongoing, purposeful, and authentic process of gathering, recording, and analyzing data about the students' learning and development during their learning journey. Assessment measures and reflects what students know, understand, can do, and are interested in at different stages of the learning process.

#### School Philosophy

We believe that assessment is an integral part of the planning, teaching and learning process. It is the teachers' responsibility to implement this policy professionally. One of the positive aspects of the IB is the nature of the assessments, which give students multiple methods and opportunities to demonstrate their fulfilment of the subjects' aims and objectives.

Assessment at FIS fosters student agency. Students are active participants in the assessment process. They co-create success criteria, reflect on learning strategies, set personal learning goals, and engage in peer and self-assessment. Students also participate in reflection discussions and, where appropriate, in moderation conversations to better understand rubric expectations and quality standards.



Teachers at Al Faris International School work together to plan the curriculum, set targets and guidelines that are helpful and useful for students, and collaborate to ensure a cohesive approach.

The main purpose of any assessment is to ultimately support student learning.

Since Al Faris International School embraces the IB philosophy of assessment, we aim to:

- Foster positive attitudes towards learning
- Develop a deep understanding of the subject content framed through concepts and related concepts
- Connect students to the real world
- Develop and promote critical ATL skills, approaches to learning skills (i.e. thinking skills, social skills, communication skills, self-management skills)
- Determine the level of understanding by using summative and formative assessments
- Report progress to students, parents, and guardians at regular intervals; and
- Create opportunities for students to reflect on their own learning

All stakeholders of the learning community understand the purpose of assessment to:

- evaluate student progress in developing the IB learner profile attributes, conceptual understanding, and Approaches to Learning (ATL) skills
- differentiate appropriately for the learning environment, student interests, and different instructional processes and cater to different learning styles
- engage all community members, including parents, students, and teachers, in reflecting on student progress
- support and encourage effective teaching and learning by using assessment results to improve instruction and the learning environment
- evaluate and strengthen the learning process and our practices as educators.
- evaluate programme effectiveness

Our school believes that students are ultimately responsible for their own learning. They meet this responsibility by working diligently to complete assignments on time and in an ethical and appropriate manner. Students are expected to monitor their progress in their classes, to inquire about ways to improve if necessary, and to prepare well for all forms of assessment. Students are responsible for being aware of the goals and standards of their coursework and for asking for clarification when needed.

Effective assessments empower learners to:

- demonstrate and share their learning and understanding
- demonstrate a range of knowledge, conceptual understanding, and skills
- know and understand in advance the expected criteria for a quality product or performance
- analyze their learning and understand their strengths and areas of improvement
- set goals for reaching expectations

- use a range of strengths, learning needs, and communication modes.
- learn in the context of real-life experiences that could lead to meaningful action.

Effective assessments empower teachers to:

- inform every stage of the teaching and learning process
- refine differentiation practices
- gather and use evidence
- provide timely feedback and feedforward
- use assessment outcomes to plan targeted support and extension

Effective assessments allow parents to:

- understand student learning and progress over time
- support learning at home
- celebrate growth and achievement

At FIS, we assess learning from multiple perspectives. We aim to assess the learner's development of the learner profile attributes, knowledge, disciplinary, transdisciplinary, and interdisciplinary concepts and skills, attitudes, and the ability to use knowledge to take action.

At FIS, assessment explicitly measures conceptual understanding. Teachers assess:

- Development Key concepts (PYP and MYP)
- Related concepts (MYP)
- Lines of inquiry (PYP)
- Development of Approaches to Learning skills (ATLs)
- Development of Learner Profile Attributes (LP)
- Transfer of conceptual understanding to new contexts
- Students' use of knowledge to take action in various ways

Conceptual rubrics and success criteria are used to evaluate students' ability to explain, connect, apply, and reflect on concepts rather than only recall factual knowledge.

### Forms of Assessment

Al Faris International School students have many opportunities to demonstrate their knowledge and understanding. In our dynamic approach to assessment, we balance formative and summative assessment practices. Types of assessments include but are not limited to: Exit tickets aligned to conceptual questions, visible thinking routine reflections, inquiry journals, tests, quizzes, written responses (in and out of class), essays, research projects, lab reports, performances (dramatic, musical, role play), portfolios and self-reflection. Feedback for students and teachers is shared through rubrics, dialogue, peer and student-led conferences, written reflection, anecdotal records and narratives.

Examples of formative and summative assessment:

<b>Formative</b>	<b>Summative</b>
<b>Formative assessment</b> helps monitor students’ progress throughout each unit of inquiry. Using formative assessments provides information to plan for the next stage in learning. Formative assessment aims to promote learning by providing regular, frequent feedback. This helps students engage in thoughtful reflection and deepen their knowledge and understanding.	<b>Summative</b> assessment takes place at the end of the learning process or unit. It is a chance for students and teachers to evaluate progress and demonstrate what has been learned at a particular moment in time. In the primary section, it may include collecting, interpreting, and synthesizing data, or integrating knowledge, processes, and/or skills.
Questioning	Essays
Observations and conferencing	Projects
Success criteria/rubrics	Design
Targets to improve (subject-specific)	Research
Observation and comment	Investigations
Group tasks – skills-based	Scientific Experiments
Peer assessment tasks	Unit tests
Self-assessment tasks	Presentations

Students should understand at the beginning of a unit of study what they are expected to learn and be given the objectives of the syllabus, skills, and a glossary of key terminology. At the beginning of the unit, the teacher will work with the student to understand what he or she already knows about the topic and can identify any gaps or misconceptions. As the unit progresses, the teacher and student work together to assess the student’s knowledge, what she or he needs to learn to improve and extend this knowledge, and how the student can best get to that point (formative assessment). Assessment for learning occurs at all stages of the learning process in the following ways:

- ✓ sharing learning intentions
- ✓ sharing and negotiating success criteria
- ✓ giving feedback to pupils
- ✓ effective questioning
- ✓ self and peer assessment

*The Assessment Policy and its implementation within and across departments is monitored and evaluated by Administrators, Department Heads, Coordinators and IB Coordinators. It is the responsibility of Department Heads to lead Coordinators in reviewing, monitoring, and evaluating all aspects of the Assessment and Marking Policy within the context of whole-school development planning.*

## Assessment Tools and Strategies

### Main Assessment Strategies

Strategy	Elaboration
<b>Observations</b>	All students are regularly observed. Observations can be recorded as notes or filmed. The focus of observations can vary depending on objectives.
<b>Performance Tasks</b>	The assessment of goal-directed tasks with established criteria. These tasks provide authentic and significant challenges. Challenges can be approached in various ways. They require the use of many skills. Audio, video, and narrative records are often useful for this kind of assessment.
<b>Process-focused assessment</b>	It is a collection of multiple observations meant to focus on various behaviors. Enhance reliability and increase validity. synthesize evidence.
<b>Open-ended tasks</b>	There are situations in which students are presented with open-ended questions and are asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram, or a solution. The work could be included in a portfolio.
<b>Student assessment</b>	Students frequently self-and peer-assess during formative and summative tasks.

## Main Assessment Tools

Tool	Definition
<b>Rubrics</b>	Sets of criteria used to rate students Have descriptors that tell the assessor what to look for in students' work
<b>Checklists</b>	Lists of expected skills, concepts, behaviours, processes and/or attitudes
<b>Anecdotal records</b>	Brief written notes based on the observations of students need to be systematically compiled and organized
<b>Continuums</b>	Visual representations of developmental stages of learning show a progression of achievement or identify where a student is in the process.
<b>Students' work</b>	Samples of students' work and transcripts of students' conversations, which can be used to analyse, interpret, and understand students' learning
<b>Portfolios</b>	Students' work collected over a period of time exhibits the student's active mind at work An audience and purpose for portfolios are decided on. They show a range of experiences and curriculum areas.

### Portfolios

A portfolio is a collection of student work specifically selected to tell a story about the student's learning journey and growth and development over time. It is an assessment tool that documents growth in all curriculum areas and makes learning visible to the students, teachers, parents, and other stakeholders. A portfolio can also be used to report on the student's performance.

The portfolio is intended to be student-managed with guidance from teachers so students can take ownership of their portfolios. The balance between "teacher-selected" and "student-selected" samples varies as students move from one level to the other.

Portfolios include student samples from:

- the units of inquiry / at different stages of the inquiry cycle.
- language and math
- single subjects
- learner profile attributes
- action taken by students

Reflections, teachers' feedback, self- and peer-assessments, and various assessment tools will accompany the selected pieces of work.

Portfolios will be used for reporting purposes, during student-led conferences, during parent-teacher conferences, and for writing reports.

### **The PYP Exhibition**

In the final year of the PYP, students participate in a culminating project, the PYP exhibition. The exhibition is a significant event in the life of a PYP school, during which students synthesize the essential elements of the PYP and share them with the whole school community. It's an opportunity for students to demonstrate the attributes of the learner profile developed throughout their engagement with the PYP. Therefore, it includes regular and planned assessments. This assessment takes two forms:

- ✓ Ongoing assessment of each individual student's contribution to and understanding of the exhibition
- ✓ Summative assessment and reflection on the event itself

The purpose of the exhibition is to:

- engage students in an in-depth, collaborative inquiry.
- provide students with an opportunity to demonstrate independence and responsibility for their own learning.
- provide students with an opportunity to explore multiple perspectives.
- allow students to synthesize and apply their learning from previous years and to reflect on their journey through the PYP.
- provide an authentic process for assessing student learning.
- demonstrate how students take action as a result of learning.
- unite students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP.
- celebrate the transition of students from primary to middle school.

FIS runs its exhibition in the second term of every year. Parents and community members are invited to attend the exhibition to view students' cumulative work.

### **PYP (Primary Years Programme)**

Reporting at FIS follows continuous feedback cycles. Feedback is ongoing, timely, and constructive. Assessment data is used to inform instructional adjustments and student goal setting. Our school culture encourages both assessment and feedback.

Parents access reports and progress updates through the school's digital platforms. This ensures transparency and partnership in the learning process.

PYP reporting includes:

- Conceptual understanding
- Lines of inquiry progress
- ATL skill development
- Learner Profile growth
- Academic achievement

### **MYP (Middle Years Programme)**

The MYP programme consists of both internal and external assessments, both of which are consistent around the world. Internal assessments consist of both formative and summative assessments. Formative assessments are conducted throughout the unit to monitor student progress, whereas summative assessments are conducted at the end of the unit. MYP internal assessments – whether formative or summative – include a wide variety of strategies, tools, and tasks, such as open-ended problem-solving activities and investigations, organised debates, tests and examinations, hands-on experimentation, analysis, and reflection.

Assessment in the MYP is criterion-related (A, B, C, D), with each subject group having a set of four criteria.

	A	B	C	D
Language & Literature	Analyzing	Organizing	Producing text	Using language
Language Acquisition	Listening	Reading	Speaking	Writing
Individuals & Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical & Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflective and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
MYP Projects	Planning	Applying Skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

Each criterion mentioned on the previous page is divided into levels of achievement, grouped into bands. Each band is described using descriptor levels. Teachers at FIS follow the MYP level descriptors to choose levels 1–2, 3–4, 5–6, or 7–8. Level 0 is assigned to students who do not meet the level descriptors.

As a final mark for each subject group (per year or even when acquiring an MYP certificate after Year 5), students can score a total of 32 marks in each subject group. The MYP has created a set of criteria that converts overall marks to a set of grades from 1 – 7, which are as follows:

Grade	Boundary Guideline	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 occasional 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 a 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 an 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 a 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.

### **IB MYP Course Results & the IB MYP Certificate**

For students seeking a formal qualification at the end of the programme, the IB offers eAssessments in Year 5 that lead to IB MYP course results and the IB MYP Certificate.

At FIS, students will have the option to either obtain IB MYP course results or the IB MYP Certificate. In order to achieve these qualifications, students must complete eAssessments, which consist of the following three strategies:

- ❖ **ePortfolios** of carefully defined coursework in language acquisition, arts, design, and physical and health education. These will be marked internally by our teachers at FIS and then sent to IBO headquarters for moderation. Moderation is the process by which IB examiners review our teachers' marking system to ensure that all assessments are marked fairly. The IBO has the right to raise or lower all students' marks depending on whether teachers have been too harsh or too lenient with their marking, respectively.
- ❖ **on-screen examinations** (two hours in duration) for selected courses in language and literature, individuals and societies, sciences, mathematics, and interdisciplinary learning. They will be held in FIS during the month of May of each academic year.
- ❖ **personal project**: a student-centered and age-appropriate extended project in which students consolidate their learning throughout the programme. Each student independently develops a personal project, producing a truly personal and creative piece of work that serves as a summative review of their ability to work independently. While other eAssessments are optional (depending on whether students would like to acquire the IB MYP course result or the IB MYP Certificate), **all MYP Year 5 students must take part in a mandatory personal project eAssessment.**

**MYP Course Results:** Students aiming for completing MYP course results should complete either ePortfolios and/or on-screen examinations for selected subject groups, along with completing a personal project, and participating in community service.

### **IB MYP Certificate**

Students aiming to acquire an IB MYP Certificate must meet the following criteria:

- ✓ five on-screen examinations (language & literature, mathematics, sciences, individuals & societies, and interdisciplinary assessment)
- ✓ one ePortfolio from a course of study in language acquisition
- ✓ one ePortfolio from a course in physical and health education, arts or design
- ✓ the personal project
- ✓ fulfilling FIS's expectations for community service

## National Requirements

For national requirements, the following scale was agreed on:

8	95-100
7	90-94
6	85-89
5	80-84
4	75-79
3	70-74
2	65-69
1	60-64
0	0-59

## DP (Diploma Programme)

### Internal & External Assessment

At the end of the two-year programme, candidates are assessed both internally and externally, with assessments measuring individual performance against the stated curriculum and assessment objectives for each subject.

In all subjects, at least some of the assessment is carried out internally by teachers, who mark individual pieces of work produced as part of a course of study. Examples include oral exercises in language subjects, projects, student portfolios, reports, class presentations, practical laboratory work, mathematical investigations, and artistic performances. Some assessment tasks are conducted and overseen by teachers but are then marked externally by examiners. Examples include written assignments or tasks for language subjects in groups 1 and 2, the essay for the theory of knowledge, and the extended essay.

Because of the greater degree of objectivity and reliability provided by the standard examination environment, externally marked examinations form the larger share of the assessment for most subjects. The grading system is criterion-related as results are determined by performance against set standards; validity, reliability and fairness are the watchwords of the Diploma Programme assessment strategy.

### IBDP 7-Point Scale

Each of the six IB subjects will be marked using the IB 7-point scale. These marks are interpreted as follows:

- 7 – Excellent
- 6 – Very Good
- 5 – Good
- 4 – Satisfactory
- 3 – Mediocre
- 2 – Poor
- 1 – Unacceptable
- N – No Score Awarded (due to failure to submit work)

### TOK & Extended Essay Assessment

Students will get assessed on two components of TOK:

- TOK Exhibition (completed by the end of Year 1)
- TOK Essay (completed by Term 2 of Year 2)
- 

These are both **internally assessed** by our teachers, and the marks are then sent to the IB for moderation purposes. The Extended Essay is externally assessed by an IB examiner. Both the TOK and Extended Essay components are given a mark (A to E letter scale) that is entered into the Diploma Points Matrix below to award a possible maximum of 3 additional points, which are added to students’ Diploma scores. Candidates who do not submit satisfactory work in either component will not receive an IB Diploma.

DIPLOMA POINTS MATRIX FOR TOK/EXTENDED ESSAY						
		EXTENDED ESSAY				
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E
TOK	Excellent A	3	3	2	2	Failing Condition
	Good B	3	2	2	1	
	Satisfactory C	2	2	1	0	
	Mediocre D	2	1	0	0	
	Elementary E	Failing Condition				



مدارس الفارس العالمية  
Al FARIS International School



### ***Failing Conditions***

- A student does not submit an extended essay and/or the two TOK components.
- If a student scores an E in either component, the diploma will not be awarded.

### **Awarding an IB Diploma**

To be a successful IB Diploma student, it is necessary to be well organised and punctual. It is essential for students to manage their time appropriately and prioritise tasks efficiently. Adhering to internal deadlines is paramount.

A maximum of 7 points is available for each of the six required courses. In addition, there are 3 points available for the combination of TOK and the Extended Essay. Therefore, the maximum number of points available is 45.

In general, in order to receive the IB Diploma, a student must score at least a 4 in each subject, or a minimum total of 24 points. Earning a score of 24 points, however, does not always guarantee the awarding of an IB Diploma. The full criteria for earning the IB Diploma are enumerated below.

The IB Diploma is awarded in accordance with current IB regulations. Students and parents are informed annually of the IB award requirements, including subject and core component conditions, and the school applies the most up-to-date IB regulations when determining diploma eligibility

### **Achievement Grades for Grades 11-12:**

Al Faris International School's report card grades are based on a scale of:

A+ (95-100)    A (80- 94)    B (65 - 79)    C (55 - 64)

D (45 - 54)    E (35 – 44)    F (25 – 34)

### **Homework (as part of Assessment for Learning)**

Homework at FIS supports learning through practice, reflection, and consolidation of skills introduced in class. Homework tasks are purposeful, developmentally appropriate, and designed to reinforce learning rather than introduce new concepts without guidance. Teachers coordinate homework expectations to support student well-being and balance across subjects. Homework is not used as a punitive measure and may be reviewed for completion and/or accuracy, depending on the task's purpose.

## Open House

Open House serves as a proactive assessment communication event at the beginning of the academic year. It ensures families understand how learning is assessed, monitored, and reported within the IB framework.

### Assessment Alignment

During Open House, the school:

- Explains its philosophy of assessment, including the balance between formative and summative assessment.
- Clarifies how inquiry-based learning is assessed through authentic tasks and conceptual understanding.
- Shares how student progress is documented through portfolios, reflections, and performance tasks.
- Introduces reporting structures and communication timelines.
- Explains how ATL skills and Learner Profile attributes are observed and assessed.
- Reinforces the role of feedback as a driver for improvement.

### Contribution to Transparency

Open House supports transparency by ensuring that:

- Parents understand assessment expectations from the outset.
- The criteria for success are clearly communicated.
- Families are equipped to support learning at home.
- Assessment practices align with the school's mission and IB principles.

## Parent–Teacher Conferences (PTC)

Parent–Teacher Conferences are a formal component of the school's assessment and reporting cycle. They provide structured opportunities to communicate evidence of learning, support student agency, and ensure transparency in assessment practices.

PTCs reflect the IB belief that assessment is ongoing, authentic, and designed to inform teaching and learning.

### Assessment Alignment

Parent–Teacher Conferences:

- Communicate student progress using a range of assessment evidence, including formative and summative tasks.
- Reference clearly defined learning goals, success criteria, and grade-level expectations.
- Highlight growth over time rather than isolated performance.
- Provide specific feedback and feedforward to guide next steps.

- Include discussion of Approaches to Learning (ATL) development and Learner Profile attributes.
- Support students in understanding their strengths, areas for growth, and learning targets
- Encourage parent input to strengthen the feedback loop between home and school.

### Role in the Assessment Cycle

PTCs:

- Occur each term as part of the school's formal reporting structure.
- Are informed by documented evidence from planners, portfolios, reflections, and assessment tools.
- Contribute to differentiated instructional planning and targeted student support.
- Promote shared goal setting between teacher, parent, and student (where developmentally appropriate).

This process ensures assessment is transparent, balanced, and growth oriented.

**The school runs a PTC every term per year. Parents are welcome to ask any questions regarding their child's performance from K-12.**

### Student-Led Conferences (SLC)

Student-Led Conferences are a formal component of the school's assessment and reporting framework. They position students as active participants in the assessment process and promote ownership of learning.

SLCs reflect the IB philosophy that learners are agents of their own growth and that reflection is essential to meaningful assessment.

#### Student-Led Conferences:

- Provide students with structured opportunities to reflect on their learning journey.
- Require students to present evidence from portfolios, inquiry work, and assessment tasks.
- Encourage articulation of strengths, challenges, and areas for growth.
- Promote goal setting based on self-assessment and teacher feedback.
- Demonstrate development of Approaches to Learning (ATL) skills.
- Highlight growth in Learner Profile attributes.

Students are supported in preparing for conferences through guided reflection, peer feedback, and teacher conferencing prior to the event.

## Role in the Assessment Cycle

### Student-Led Conferences:

- Occur at designated points during the academic year.
- Are informed by documented formative and summative assessment evidence.
- Reinforce the connection between learning goals, success criteria, and demonstrated understanding.
- Strengthen the feedback loop between student, teacher, and parent.
- Support students in developing metacognitive skills and self-regulation.

## Impact on Learning

### Through Student-Led Conferences:

- Students develop confidence in communicating their learning.
- Reflection becomes embedded as a continuous assessment practice.
- Families gain authentic insight into the student's conceptual understanding and skill development.
- Learning goals are co-constructed to inform next steps.

## Inclusion Policy

Assessment practices are inclusive and aligned with the FIS Inclusion & Learning Support Policy. Students requiring accommodations or access arrangements are supported to ensure equitable access to learning and assessment.

## Moderation and Consistency Practices

Moderation practices ensure fairness, reliability, and a shared understanding of standards across the school.

### To ensure fairness, reliability, and alignment:

- ✓ Teachers collaboratively plan summative tasks during unit planning meetings.
- ✓ Teams calibrate rubric levels using sample student work.
- ✓ Department Heads review assessment tasks before implementation.
- ✓ Moderation meetings are held to compare marking and align standards.
- ✓ MYP and DP coursework is internally standardised before submission.
- ✓ External moderation (IB) is used to validate school grading practices.

Teachers analyse assessment data collaboratively to ensure consistency across divisions.



## Acknowledgements

IB programme documentation and IB Standards and Practices (2020) were consulted in the development and review of this policy.

Thanks to: Daun Yorke - Canadian International School of Hong Kong, Yew Chung International School of Shanghai and The Thetford Academy UK- CIS Doha International School –Making PYP Happen in the Classroom.