Assessment Policy for MYP, DP and CP

General Information on Assessment

We believe the true purpose of assessment is to guide our planning and instruction to support and enhance student learning, rather than to simply generate a grade.

Assessment is integral to all teaching and learning. It is central to thoughtfully and effectively guiding students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes and the decision to take action. Both students and teachers should be actively engaged in assessing the student's progress as part of the development of their wider critical thinking and self-evaluation skills. (www.ibo.org) The aims of assessment are to promote student centered learning, to provide information about individual student learning, tracking student progress, and to contribute to the evaluation of the effectiveness of the programme.

Effective Assessments:
- focus on big ideas and skills rather than facts.
- have criteria that are known and understood in advance by both staff and students. allow students to demonstrate the range of their conceptual understandings, their knowledge and their skills. are made up of tasks that require the synthesis and application of knowledge and skills.
- focus on producing a quality product or performance. highlight a student's strengths and expertise, which will allow for individual student targets to be set.
- take into account different ways of learning and knowing, and are sensitive to personal circumstances, which will allow for differentiated learning providing each student with an individualised programme
- produce evidence that can be reported and understood by all stakeholders
- are continuous and cumulative.
- are subject to continuous review, reflection and improvement, which includes the curriculum and daily lessons, so as to best meet the needs of the students.

Assessment at Southbank Westminster reflects our Shared Definition of High Quality Learning in that:
Learning at Southbank is concept-driven, student-centred, and built on positive relationships. Students inquire into real-world contexts, develop disciplinary expertise, make interdisciplinary connections, transfer skills, and continually reflect on their development as learners.

Differentiation of Assessment
Assessments may be differentiated but not modified, meaning that students need to show the full understanding of the learner outcomes/objectives, but they may do this through different types of assessments, such as oral assessments. Modification means to change the learner outcomes/objectives, so the students can 'pass' the work, in other words, to make the content easier for the students to pass. In MYP 4 & 5 and the DP, differentiated assessment is aligned with IB. F or further information, refer to the Learning Support and Language Policy.

Reporting Progress of Students
Reporting at Southbank is designed to provide regular feedback to parents on students' progress. A fundamental part of reporting is the regular ongoing communication between class teachers and advisors. Class teachers and advisors are in regular contact with parents, and the school encourages open and regular feedback.

The school provides a mix of written reports and oral feedback during Parent-Student-Teacher Conferences, following the timeline outlined in the school calendar. Reports are shared digitally via ManageBac.

Academic Integrity

Academic integrity plays an integral role in the assessment process. Academic integrity is taught throughout the three programmes of the school and also includes the appropriate use of referencing tools. For more information please refer to the Academic Integrity Policy.

Assessment in the Middle Years Programme (MYP)

Subject-Specific Criteria for Evaluating Students

Teachers are required to follow the MYP assessment criteria outlined in the most current IB MYP guide. Each subject group is divided into four criteria where students can receive a maximum achievement level out of 8. A brief overview of the criteria can be found at the end of this section of the policy. All subject areas should assess against each objective at least twice per school year.

How Are the Criteria Developed?

Assessment criteria are developed from the MYP subject objectives. The objectives are rephrased into levels of achievement within a rubric. A rubric is a descriptive assessment tool that measures students' performance; rubrics provide students with a clear understanding of what is expected of them. Within each level of the rubric, directions are provided on how the students are to perform for each summative task.

Students may use the rubrics to reflect on the level that best suits their strengths, allowing them to take charge of their own learning – either extending their abilities within the age-appropriate expectations or beyond to develop higher-level thinking processes. Rubrics also serve as a mechanism for teachers to provide specific feedback to the students, highlighting strengths and areas in need of improvement. This feedback allows students to reflect on their learning, so they are able to set learning goals for the next assignment.

Formative and Summative Assessments

Both formative and summative assessments have a place in the MYP. Formative assessments provide information to the teachers and students to modify and enhance teaching and learning activities. Summative assessments summarise the development of the learner. All summative assessments are marked against the IB MYP assessment criteria.

Types of Assessment Tasks

When planning assessment tasks (both horizontally and vertically), teachers consider a range of task types (e.g, essays, oral presentations, performances, etc.) to allow students the opportunity to demonstrate knowledge, skills and understandings. MYP teachers balance authentic, inquiry-based tasks and more traditional tasks to prepare students for the types of tasks they will encounter in the DP or other further study. Peer and self-assessments are when students assess their own or peer(s) work. This is used as a formative assessment to deepen students' conceptual understanding.

Best-Fit Approach

For each criterion within each subject group the students earn a level of achievement. The level of achievement represents the students' ability and performance for that criterion. The level of achievement for each assignment is measured based on the students' performance for that given assignment. The level of achievement students earn at the end of each term is based on a "best fit" approach. In order to determine the best fit , a teacher reviews all of the work a student has completed throughout the year for a given criterion and determines the level of achievement that most accurately represents the students' ability at that time.

Internal Standardisation and Moderation of Assessment

Internal standardisation and moderation of assessment takes part within subject groups and is ongoing. The practice of standardisation and moderation ensures that all teachers consistently apply the assessment criteria.

ACER International Schools' Assessment (ISA) tests

Students sit the Australian Council of Education Research (ACER) International Schools' Assessment (ISA) tests in Grades 6 9. The ISA assessment programme is designed especially for students in international schools and is based on the internationally endorsed reading and

mathematical literacy frameworks of the OECD's (Organisation for Economic Co-operation and Development) Programme for International Student Assessment (PISA).

Students sit the ISA tests in Reading, Writing and Mathematical Literacy in February. Assessment information from these tests is used to check individual students' progress against both their previous test results and the international norms for students of their age. Statistical data resulting from these assessments is also used to inform the school of its collective progress in relation to other similar international schools and against all schools worldwide who participate in the testing programme.

The results of the ISA tests do not contribute to students' internal MYP report grades.

External Assessments (eAssessments) for Grade 10 Only

From the 2024-2025 school year, the school will partially incorporate the optional IB MYP eAssessment. This will consist of:

- onscreen examinations for English Language and Literature, Mathematics, and
- Interdisciplinary Learning. mandatory external moderation of the Personal Project.

Mock eAssessments for Grade 10 Only

Students in Grade 10 will complete mock eAssessments in preparation for the final eAssessments in May. The results of these mocks are for internal purposes only – to identify strengths and areas for improvement – and will not appear on any transcript. These assessments only count as another assessment and do not have any greater weighting.

Final Grade

Students earn a final grade for each subject group at the end of the year. The final grade is a score that ranges 1-7, where a 7 is the highest grade and a 1 is the lowest. The final grade is calculated by adding the students' level of achievement for each criterion in a subject and then applying grade boundaries set by the IB. A final grade can only be rewarded when a level of achievement is given to each assessment criteria. At the end of each term, students will be assessed for each assessment criteria in order to reward a final grade. An indicative grade out of 7 is given in the Semester 1 report, but this is not the final grade.

MYP Final Grade Boundaries

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 know- ledge 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 know- ledge 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 classrooms 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.

MYP Subject Certificates and Assessments

As from 2025, Grade 10 students have the opportunity to achieve IB-validated MYP course certificates through IB external assessment. Achieving MYP course certificates is not a prerequisite for entry into the Diploma Programme, neither does it give guaranteed acceptance into the DP. Entry into the IB Diploma Programme is based on a combination of results from continuous criterion-based assessment and external assessment results. Please see the Transition Guidance for more information.

Reporting Progress of Students

Students' progress will be reported several times per year. Formal written reports will be published via ManageBac according to the dates below:

OCTOBER	Transition Report	ATL skills, effort and engagement
OCTOBER/NOVEMBER	Parent-Student-Teacher Conferences	
FEBRUARY	Semester 1 Report	Indicative subject grades 1-7 ATL skills, effort and engagement
FEBRUARY/MARCH	Parent-Student-Teacher Conferences	
JUNE	Semester 2 Report	Best fit criteria grades for all subjects Final subject grades 1-7 ATL skills, effort and engagement Community Project Grades (Grade 8 only)

Subject-Specific Criteria
Each subject objective corresponds to one of three or four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

Arts (Media, Music, Theatre, Visual Arts)
Criterion A: Investigating
- Through the study of art movements or genres and artworks/performances, students come to understand and appreciate the arts. They use their research skills to draw on a range of sources, and they develop information literacy skills to evaluate and select relevant information about the art movement or genre and artworks/performances.

Criterion B: Developing
- Students develop ideas through practical exploration, which provides the opportunity for active participation in the art form. Practical exploration requires students to acquire and develop skills/ techniques and to experiment with the art form. Students use both practical exploration and knowledge and understanding of art and artworks to purposefully inform artistic intentions and decisions.

Criterion C: Creating or performing
- The students' command of skills and techniques is demonstrated through the creation or performance of a finalized artwork that is summatively assessed.

Criterion D: Evaluating
- Through reflecting on their work and on themselves, students become more aware of their own artistic development and the role that the arts play in their lives and in the world.

Design
Criterion A: Inquiring and analysing
- Students are presented with a design situation, from which they identify a problem that needs to be solved.
  They analyse the need for a solution and conduct an inquiry into the nature of the problem.

Criterion B: Developing ideas
  Students write a detailed specification, which drives the development of a solution. They
- present the solution.

Criterion C: Creating the solution
- Students plan the creation of the chosen solution, then follow the plan to create a prototype sufficient for testing and evaluation. Criterion D: Evaluating

- Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience.

Individuals and societies (integrated History and Geography)

Criterion A: Knowing and understanding
- Students develop factual and conceptual knowledge about individuals and societies.

Criterion B: Investigating
- Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.

Criterion C: Communicating
- Students develop skills to organise, document and communicate their learning using a variety of media and presentation formats.

Criterion D: Thinking critically
- Students use critical-thinking skills to develop and apply their understanding of individuals and societies and the process of investigation.

Language Acquisition (English, French and Spanish)

Criterion A: Listening
- Students interpret and construct meaning from spoken multimodal text to understand how images and other spatial aspects presented with oral text interplay to convey ideas, values and attitudes.

Criterion B: Reading
- Students construct meaning and interpret written, spatial and visual aspects of texts to understand how these aspects presented with written text interplay to convey ideas, values and attitudes.

Criterion C: Speaking
- Students develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, with the support of spoken, written and visual texts in the target language. Students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies and techniques with increasing skill and effectiveness.

Criterion D: Writing
- Students recognize and use language suitable to the audience and purpose, for example, the language used at home, the language of the classroom, formal and informal exchanges, and social and academic language. Students apply their understanding of language, form, mode, medium and literary concepts to express ideas, values and opinions in creative and meaningful way.

Language and Literature (English, French, Spanish, and Mother Tongue)

Criterion A: Analysing
- Students demonstrate an understanding of the creator's choices, the relationship between the various components of a text and between texts, and make inferences about audience responses and creators' purposes. Students use the text to support their own responses and reflect on different perspectives and interpretations.

Criterion B: Organizing
- Students understand and organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students recognize the importance of maintaining academic honesty, respecting intellectual property rights and referencing all sources accurately.

Criterion C:
- Producing text Students produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience. Students make choices aimed at producing texts that affect both the creator and the audience.

Criterion D:

- Using language Students develop, organize and express themselves and communicate thoughts, ideas and information. They use accurate and varied language that is appropriate to the context and intention.

Mathematics

Criterion A: Knowing and understanding
- Students select and apply mathematics to solve problems in both familiar and unfamiliar situations in a variety of contexts, demonstrating knowledge and understanding of the framework's branches (number, algebra, geometry and trigonometry, statistics and probability).

Criterion B: Investigating patterns
- Students work through investigations to become risk-takers, inquirers and critical thinkers.

Criterion C: Communicating
- Students use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing.

Criterion D: Applying mathematics in real-life contexts
- Students transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.

Physical and Health Education

Criterion A: Knowing and understanding
- Students develop knowledge and understanding about health and physical activity in order to identify and solve problems.

Criterion B: Planning for performance
- Students through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education.

Criterion C: Applying and performing
- Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.

Criterion D: Reflecting and improving performance
- Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others.

Sciences

Criterion A: Knowing and understanding
- Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments.

Criterion B: Inquiring and designing
- Students develop intellectual and practical skills through designing, analysing and performing scientific investigations.

Criterion C: Processing and evaluating
- Students collect, process and interpret qualitative and/or quantitative data, and explain conclusions that have been appropriately reached.

Criterion D: Reflecting on the impacts of science
- Students evaluate the implications of scientific developments and their applications to a specific problem or issue. Varied scientific language is applied to demonstrate understanding. Students should become aware of the importance of documenting the work of others when communicating in science.

Interdisciplinary Learning

Criterion A: Evaluating
- Students will evaluate how more than one discipline contributes to the interdisciplinary understanding of realworld issues and ideas.

Criterion B: Synthesizing
- Students will integrate knowledge from more than one discipline in ways that inform inquiry into real-world issues and ideas in order to explain phenomena or create a product.

Criterion C: Reflecting

- Students will reflect on the development of their interdisciplinary understanding of real-world issues and ideas.

Community Project (Grade 8 only)

Criterion A: Investigating
- Students Define a goal to address a need within a community based on personal interests. They identify prior learning and subject-specific knowledge relevant to the project. They demonstrate research skills.

Criterion B: Planning
- Students develop a proposal for action to serve the need in the community. They plan and record the development process of the project. They demonstrate self-management skills.

Criterion C: Taking action
- Students demonstrate service as action as a result of the project. They Demonstrate thinking skills. They demonstrate communication and social skills.

Criterion D: Reflecting
- Students evaluate the quality of the service as action against the proposal. They reflect on how compelling the project has extended their knowledge and understanding of service learning. They reflect on their development of ATL (approaches to learning) skills.

Personal Project (Grade 10 only)

Criterion A: Planning
- Students state a learning goal for the project and explain how a personal interest led to that goal. They state an intended product/outcome and develop appropriate success criteria for it. They present a clear, detailed plan for achieving the product/outcome and its associated success criteria.

Criterion B: Applying skills

Students explain how ATL skill(s) was/were applied to help achieve their learning goal and their product/ outcome.

Criterion C: Reflecting

Students explain the impact of the project on themselves or their learning and evaluate the product/ outcome based on the success criteria.

Assessment in the Diploma Programme (DP)

The Diploma Programme is a two-year course which is assessed by the IB using a variety of internal and external assessment components.

Coursework 1.Internal Assessments

IB DP internal assessments allow the subject teachers to assess some of the students' work during the DP course. Examples include the English individual oral commentary, language presentations, historical investigations, laboratory reports, and maths projects. Teachers follow strict guidelines in the administration of these assessment types. Internal assessment components are marked by teachers and a sample is later moderated by IB moderators. The IB may then adjust the marks of the assessment up or down. Internal assessments provide students with opportunities to show mastery of skills outside of the final DP examinations.

In each DP subject, teachers use specific criteria and guidelines to assess student work. They assign marks based on the level of achievement that best matches the work. These criteria are shared with students well before the internal assessments, and students receive extensive instruction and practice to prepare for these tasks.

2.External Assessment

Work such as the Extended Essay, Theory of Knowledge essays, HL essays in Group 1, and Group 6 exhibitions and performances are externally assessed. Teachers follow strict guidelines to support students towards these assessments, but they have no influence over the final outcomes.

A two-year calendar is shared with students at the beginning of the first year of the programme to help them manage their internal and external assessments. Non-submission of coursework will result in an automatic failure of the course.

Examinations

The dates for final examinations are set by the IB and published a year in advance of the exams. DP exams are conducted in strict accordance with IB regulations.

Final examinations are marked and graded by IB examiners. The IB assess these components in two ways:

1. Assessment Criteria

Assessment criteria are used when the task is open ended. Each criterion has a set of hierarchical level descriptors. Each criterion is applied independently using a best-fit model. The marks awarded for each criterion is added together to give the total mark for the piece of work.

2. Analytical Mark Schemes

These are used in examinations where the examiner expects a particular kind of response. Examiners are given detailed instructions on how to award marks for each response. Each assessment component is assigned marks and weighted to calculate an overall score.

Examiners set grade boundaries at a post-examination meeting once all components have been marked. The grade boundaries convert the total marks from each assessment into a 1-7 point scale per subject, except for the Theory of Knowledge and Extended Essay components which together are worth up to 3 points.

Inclusive Assessment Arrangements for IB DP Assessments

Candidates eligible for inclusive assessment arrangements are those with individual needs such as:

- learning disabilities
- specific learning difficulties
- communication and speech difficulties
- autism spectrum disorders
- social, emotional and behaviour challenges
- multiple disabilities and/or physical, sensory, medical or mental health issue.

Students with special assessment needs are required to produce medical documentation that will need to be approved by the IB.

Applications for special access arrangements in examinations are submitted to the Diploma Coordinator and then to the IB during the first term of DP2.

DP Assessment Components (in-house)

Throughout the Diploma Programme in DP1 and DP2, students will take a variation of formative and summative assessments set by their subject teachers during class time. The results of these assessments are used to track student progress and level of achievement in their courses.

Formative assessments monitor the student's progress in skills, concepts and content. It gives the opportunity for reflection and gives information to students about the areas that need improvement. Teachers can then reflect on teaching methods and adapt the instruction to meet the students' needs.

Summative assessments aim to determine the level of achievement of a student at the end of a unit of work or stage of the course. Summative assessment material in the DP uses ONLY IB style assessment material. The feedback is given in grades, calculated using the IB grade boundaries specific to each subject. This allows students to gain IB exam experience and allows an estimate of the DP working level.

Students will also take more formal assessments to prepare them for the Final DP Examinations. During Term 2 of

DP1, students will sit Mid-Year Assessments and at the end of Term 3 of DP1, they will sit the End-of-Year Assessments. In DP2, students will sit Mock Exams. These assessments are a good representation of students' progress and confirm the achievements they are working at whilst working under full examination conditions and with no access to the Internet or course notes in all their subjects.

Grading in the Diploma
All IB courses (HL and SL) are graded on the IB 7-point scale:Theory of knowledge and Extended Essay are graded on the A-E scale:

DP 7-Point Grading Scale

7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Mediocre
2	Poor
1	Very Poor

Theory of Knowledge (TOK) & Extended Essay (EE)

A	Excellent Performance
B	Good Performance
C	Satisfactory Performance
D	Mediocre Performance
E	Elementary Mediocre

The Core Points Matrix
The core (ToK and EE) is worth between zero and three points towards the overall diploma points. The candidate can also fail to achieve the diploma certificate if they obtain a grade E in either TOK or EE or if they do not complete CAS.
The number of points is calculated using the table below:

DP Core Points Matrix

THEORY OF KNOWLEDGE (TOK)

GRADE AWARDED	A	B	C	D	E
A	3	3	2	2	FAILING
B	3	2	2	1	FAILING
C	2	2	1	0	FAILING
D	2	1	0	0	FAILING
E	FAILING	FAILING	FAILING	FAILING	FAILING

(EXTENDED ESSAY — rows A–E)

Failing Conditions of the Diploma:

- CAS requirements have not been met.
- Candidate's total points are fewer than 24.
- An N (no grade awarded) has been given for theory of knowledge, extended essay or for a contributing subject.
- A grade E has been awarded for one or both of Theory of Knowledge and the Extended Essay.
- There is a grade 1 awarded in a subject/level.
- Grade 2 has been awarded three or more times (HL or SL).
- Grade 3 or below has been awarded four or more times (HL or SL).
- Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

ALIS/CEM IBE Assessment

All Grade 11 students sit the ALIS/CEM IBE Assessment at the beginning of the Diploma. It is an adaptive baseline assessment. This assessment evaluates vocabulary, mathematics, verbal, and non-verbal skills, and it provides objective predictions regarding students' potential achievements in their subjects in the DP.

Reporting Progress of Students

Students' progress will be reported several times per year. Formal written reports will be published via ManageBac according to the dates below:

OCTOBER	Transition Report	ATL skills, effort and engagement
OCTOBER/NOVEMBER	Parent-Student-Teacher Conferences	
FEBRUARY	Semester 1 Report	Indicative grades 1-7 ATL skills, effort and engagement
FEBRUARY/MARCH	Parent-Student-Teacher Conferences	
JUNE	Semester 2 Report	Indicative grades 1-7 ATL skills, effort and engagement

DP2

SEPTEMBER/OCTOBER	Predicted Grades for university application	Indicative grades 1-7 for subjects and Core points
DECEMBER	Term 1 report	Indicative grades 1-7 ATL skills, effort and engagement
FEBRUARY/MARCH	Parent-Student-Teacher Conferences	

Assessment in the Career-related Programme (CP)

Overall CP Award Conditions

To be awarded the IB Career-related Programme Certificate, students must:

- Successfully complete the career-related study (SCAD)
- Complete the required DP courses and all associated IB assessment components
- Successfully complete all four CP core components
- Submit the Reflective Project in accordance with IB regulations
- Comply with IB academic integrity and assessment requirements

Failure to meet any of the above assessment or submission requirements will result in the IB Career-related Programme Certificate not being awarded.

Career-related Study (SCAD)

Students in the Career-related Programme must successfully complete the career-related study in accordance with IB and school requirements. For students undertaking SCAD as their career-related study, assessment is determined by the external provider and the school. Students are required to meet all course participation, assessment, and submission requirements set by SCAD and confirmed by the school. Successful completion of the SCAD course(s) is a mandatory requirement for the award of the IB Career-related Programme Certificate. Failure to meet SCAD assessment or completion requirements results in the CP Certificate not being awarded.

Diploma Programme (DP) Courses within the CP

CP students are required to complete at least two IB Diploma Programme (DP) courses, which may be taken at Standard Level (SL) or Higher Level (HL), as determined by the school. Assessment of DP courses follows IB Diploma Programme assessment regulations, including a combination of internal and external assessment. DP courses are graded on the IB 1–7 scale, with final grades awarded by the IB. Students must complete all required assessment components for each DP course, including internal assessments and examinations, in order to receive a grade.

Career-related Programme (CP) Core

Assessment within the Career-related Programme (CP) core is designed to support learning and to confirm achievement through a balanced use of formative and summative assessment. Across all four core components—Personal and Professional Skills (PPS), Community Engagement, Language and Cultural Studies, and the Reflective Project—formative assessment is used throughout the learning process to provide feedback, guide reflection, and support the development of skills, ethical understanding, and personal growth.

Summative assessment in the CP core confirms whether students have met the IB-published requirements for each component. PPS, Community Engagement, and Language and Cultural Studies are internally assessed by the school and reported on a completion basis, based on evidence of sustained engagement and achievement of learning outcomes. The Reflective Project is externally assessed by the IB using published assessment criteria and markbands and is graded on an A–E scale.

Personal and Professional Skills (PPS)

The Personal and Professional Skills component supports students in developing the personal, interpersonal, and professional skills required for lifelong learning and employability. PPS provides opportunities for students to reflect on their values, ethics, and personal development, while making connections between learning, work, and future pathways.

Formative assessment in PPS is ongoing and supports skill development through structured reflections, skills audits, goal-setting activities, case studies, and scenario-based discussions. Self- and peer-assessment are used to support reflection on collaboration, communication, and self-management, with teacher feedback guiding improvement and deeper engagement with PPS themes.

Summative assessment in PPS is based on internal confirmation of completion against IB learning outcomes and required evidence. Students must demonstrate sustained engagement and achievement of the PPS requirements in order to be reported as having successfully completed the component.

Community Engagement

Community Engagement enables students to apply learning through meaningful engagement with an authentic community need. The component emphasises responsibility, ethical action, and reflection on personal growth and impact.

Formative assessment in Community Engagement includes community needs analysis, engagement proposals, planning documentation, and ongoing reflective journal entries. Students

receive feedback from supervisors and, where appropriate, community partners, supporting reflection on challenges, ethical considerations, learning, and impact throughout the engagement process.

Summative assessment is based on internal confirmation that students have met the IB Community Engagement requirements, including evidence of planning, action, reflection, and evaluation. Completion is reported on a completed/not completed basis.

Language and Cultural Studies

Language and Cultural Studies supports students in developing communication skills and intercultural understanding through sustained engagement with an additional language or cultural context. The component encourages reflection on identity, culture, and global perspectives.

Formative assessment includes language use tasks (oral, written, or multimodal), reflective entries on language learning and intercultural experiences, vocabulary development activities, and self-assessment of communication progress. Teacher feedback supports continued development and engagement.

Summative assessment is based on internal confirmation that students have met the IB Language Development requirements through evidence of sustained engagement and reflection. Completion is reported on a completed/not completed basis.

Reflective Project (RP)

The Reflective Project is an externally assessed component in which students explore a career-related ethical dilemma through research, critical thinking, and reflection.

Formative assessment supports students through research question development, learning journal entries, supervision meetings, feedback on progress, student presentations, and the viva voce. Feedback focuses on developing research skills, ethical understanding, critical thinking, and reflective practice.

Summative assessment consists of the final Reflective Project and written reflection, which are externally assessed by the IB using published assessment criteria and markbands. The Reflective Project is graded on an A–E scale. Student work is marked by IB examiners using a **criterion-related, best-fit approach**.

- Final grades **A–E** are awarded by the IB
- Grade boundaries are set after each examination session
- Boundaries are determined through **senior examiner review** using:
    - the assessment criteria and markbands
    - qualitative **grade descriptors**
    - statistical analysis of cohort performance

This ensures consistency and fairness across sessions while allowing for appropriate compensation across criteria.

Reporting Progress of Students

Students' progress will be reported several times per year. Formal written reports will be published via ManageBac according to the dates below:

CP1

OCTOBER	Transition Report	ATL skills, effort and engagement
OCTOBER/NOVEMBER	Parent-Student-Teacher Conferences	
FEBRUARY	Semester 1 Report	Indicative grades 1-7 ATL skills, effort and engagement
FEBRUARY/MARCH	Parent-Student-Teacher Conferences	
JUNE	Semester 2 Report	Indicative grades 1-7 ATL skills, effort and engagement

CP2

SEPTEMBER/OCTOBER	Predicted Grades for university application	Indicative grades 1-7 for subjects and Core points
DECEMBER	Term 1 report	Indicative grades 1-7 ATL skills, effort and engagement
FEBRUARY/MARCH	Parent-Student-Teacher Conferences	