



# **Bishkek International School**

## **Assessment Policy**

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# Preface

## Mission, Policies, Handbooks and Regulations

The Mission of Bishkek International School (BIS) is to enable our students to:

- Develop their intellectual curiosity and achieve their academic, sporting and creative potential;
- Be confident in their abilities and respectful of others;
- Learn about local and global issues and prepare to tackle common challenges.

In a school which:

- Delivers and celebrates excellent teaching for internationally accredited education;
- Values and demonstrates diversity and inclusivity;
- Promotes the well-being of the whole school community;
- Contributes positively to the development of the Kyrgyz Republic.

This policy is one of several policies, procedures and related documents that guide operations at Bishkek International School (BIS) and help to facilitate the achievement of our mission. The full list of relevant documents, prepared by the Management Board and approved by the Governing Board, comprises:

Policies:

1. Vision, Mission and Development Policy
2. Admissions Policy
3. Learning Diversity and Inclusion Policy
4. Counseling Policy
5. Language Policy
6. Academic Integrity Policy
7. Assessment Policy
8. Health & Safety Policy
9. Child Protection Policy
10. Educational Visits Policy
11. Ethics Policy
12. Environmental Policy
13. Accounting Policy

Handbooks:

1. Staff & Service Contractors Handbook
2. Parents & Guardian Handbook
3. Student Handbook

All Governing Board members and all staff & service contractors must be aware of each of these documents and their contents. All policy documents and handbooks are available to students and parents/guardians via the BIS website or provided in PDF form to parents/guardians on request. All policy documents and handbooks are reviewed and revised by the Management Board every year for approval by the Governing Board for the following academic year. All students, parents and staff & service contractors are invited to send comments and suggest any changes to the Management Board at any time before the end of May each year for consideration for policies/handbooks for the next academic year.

Overall Governance of BIS is guided by the legal charter and various internal regulations. These are:

1. Legal Charter of 'Bishkek International School'
2. Regulations of the Governing Board
3. Regulations of the Parents Association
4. Regulations of the Advisory Council

# International Baccalaureate

BIS is an International Baccalaureate (IB) World School, offering the International Baccalaureate Diploma Programme (DP), the Middle Years Programme (MYP), and the Primary Years Programme (PYP). IB World Schools share a common philosophy and commitment to high quality, challenging, international education that BIS believes is important for our students. For more information about IB see [www.ibo.org](http://www.ibo.org)

## International Baccalaureate Mission Statement

*“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right”*

## International Baccalaureate Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. As IB learners we strive to be:

1. **Knowledgeable:** *We love learning new things.* We explore concepts, ideas, and issues that have local and global significance. In doing so, we acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
2. **Thinkers:** *We think about everything and make good decisions.* We exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
3. **Inquirers:** *We like to find out how things work and why they work this way.* We develop our natural curiosity. We acquire the skills necessary to conduct inquiry and research and show independence in learning. We actively enjoy learning and this love of learning will be sustained throughout our lives.
4. **Caring:** *We care about other people and want to make them feel good.* We show empathy, compassion, and respect towards the needs and feelings of others. We have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
5. **Principled:** *We are responsible for our own actions. We always try to do what is right.* We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups, and communities. We take responsibility for our own actions and the consequences that accompany them.
6. **Reflective:** *We think about what we have learnt and what we have done, to be better in future.* We give thoughtful consideration to our own learning and experience. We are able to assess and understand our strengths and limitations in order to support our learning and personal development.
7. **Balanced:** *We have a balanced life with lots of learning, lots of activity, and lots of friends.* We understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for ourselves and others.
8. **Risk-Takers:** *We are not afraid of trying new things, and we are brave.* We approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.
9. **Open-minded:** *We understand different cultures and different ways of doing things.* We understand and appreciate our own cultures and personal history, and we are open to the perspectives, values, and traditions of other individuals and communities. I am accustomed to seeking and evaluating a range of points of view, and am willing to grow from the experience.
10. **Communicators:** *We can speak in more than one language. We are good at working with others.* We understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. We work effectively in collaboration with others.

In BIS we also have an additional profile, which is essential for wellbeing and success:

11. **Resilient:** *The path may be difficult, but we will succeed.* We are resilient and capable of overcoming any challenge that comes our way. We have the inner strength and determination to navigate through difficult times and emerge stronger than before.

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## 1 Introduction

The aim of the BIS assessment policy is to clarify our approach to assessment, the process of assessment and reporting, and the responsibilities of staff and students.

For any assessment related to the IB programmes, this policy is based on the IB publication “*Assessment Principles and Practice*” (IBO 2018) available at the link below. This IB publication should be used for the specific criteria to be applied for IB assessments.

<https://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/assessment-principles-and-practices-2018-en.pdf>

## 2 Approach to Assessment

The primary aim of assessment is to inform and improve teaching and student learning. To meet this primary aim, on-going assessment uses a variety of methods set at the appropriate level for each student as they progress through the school. The aim of such ‘*formative assessment*’ is to correctly identify the knowledge, skills and understanding that students should develop, rather than accurately measure the level of each student’s achievement.

The secondary aim of assessment is to evaluate student performance against standard criteria so that students themselves, and others who are provided with this information, can measure their progress and achievement. These assessments are standardised, to provide ‘*summative assessment*’. In addition to providing standard assessment, the results of ‘*summative assessment*’ are also often used to improve future teaching and student learning.

Regardless of the purpose of any assessment, it is the responsibility of those designing assessment to take full account of the diverse learning styles of students, the specific criteria of the subject being assessed, and to ensure that students always fully understand the assessment criteria and marking system being used, especially for any ‘*summative assessment*’ that is used to evaluate students. Assessment covers all of the methods by which student performance may be evaluated, including tests and examinations, and evaluation of practical work, projects, portfolios, performances, debates, oral presentations, visual presentations, and written assignments. Assessment is based on the professional judgement of experienced educators who have full understanding of both the subject being evaluated and the international and intercultural dimensions of all education at BIS.

For all assessment in BIS, the following principles are applied:

- Assessment supports the curricular and philosophical goals of the programme through the encouragement of good classroom practice and appropriate student learning.
- Assessment reflects an international approach to avoid cultural bias and makes appropriate allowance for students working in a second language.
- Assessment includes higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as more fundamental cognitive skills (knowledge, understanding and application).
- Assessment includes a suitable range of tasks and instruments to ensure that all objectives for the subject are assessed.
- Assessment of student achievement and subject grades is based on the professional judgement of experienced educators and examiners and is supported by reliable factual information.
- Reported results or subject grades must be sufficiently reliable as to reflect real performance i.e.: reported results would not be significantly different if the assessment was marked by a different experienced examiner.

### 3 Assessment Process

All assessments that determine or influence the awarding of semester grades must be recorded on the ManageBac platform in line as explained in points 3.2 and 3.3 of the Assessment Process. Failure to do so may void the assessment upon review from the Programme Coordinator and the relevant Assistant Principal. The percentage weighting of assessments must also be fair and consistent, as agreed with appropriate Heads of Departments, Coordinators and/or the relevant Assistant Principal.

#### 3.1 Admission Assessment

Assessment at admission to BIS is covered in the Admissions Policy.

#### 3.2 Ongoing Formative Assessment

Diagnostic assessments, conducted in the first month of school, give the teacher an idea of where the students are to inform teaching and learning.

Informal assessment constitutes the daily monitoring of student progress to provide feedback and inform planning for teaching. Examples include observations, discussions, demonstrations, informal class interactions, teacher-student talks and self and peer assessment.

More formal assessments include quizzes, spot tests, practical tasks, projects, oral presentations, demonstrations, performances, essays, oral tasks, written tasks and homework tasks. These assessments cover content as well as skills or proficiency, with assessment appropriate for student age and developmental level. They also cater for a range of cognitive levels and take into account Bloom's taxonomy of questioning, drawing on lower order questioning (remember, understand, apply) as well as higher order questioning (analyse, evaluate, create). Formal assessments need memoranda, rubrics, checklists or other assessment tools to observe, assess and record student level of understanding and skill.

#### 3.3 Internal Summative Assessment

Summative assessment is a systematic way of evaluating student progress and ensuring that standards are being achieved. It constitutes the formally recorded assessment required for progression purposes. These assessments are moderated for quality control.

For **Preschool 1** (age 2) assessment of English language understanding, phonics, reading, writing, and number skills is conducted every term.

For **Preschool 2-3 and Grades 0-5** assessment of the PYP is conducted throughout the units of inquiries, including the following elements:

- **Knowledge:** assessment of the knowledge learned in each unit is done through the summative assessment. It reflects an understanding of the unit's central idea, as well as knowledge attained from subject specific scope and sequence curricula.
- **Approaches to Teaching and Learning Skills, concepts and attitudes:** Each unit provides opportunities for different skills, concepts and attitudes. Reflection on growth in these areas is recorded on the planners and self-assessments are done by the students.
- **Action:** Student actions that are initiated beyond the scope of the unit are recorded on the teacher planner in ManageBac, and evidenced in portfolios.

For **Grades 6-8**, summative assessment is conducted in all subjects at the end of each teaching unit and at least once in each semester. Assessments are graded by the teacher according to subject-specific criteria as detailed in the MYP subject group guides.

For **Grades 9-10**, students are assessed at least twice per term to make sure they are on track in each subject. Grade 9 students also participate in the Academic Year Evaluation (AYE) for all academic subjects, completed 2 weeks before the end of the second semester. During AYE, students can expect several examinations per school day, written during the normal class timetable, without study leave, as other lessons will still continue. The AYE aims to assess all the learning done in the academic year leading up to the assessments. AYE assessments contribute at least 40% of a student's final semester grade in the relevant subjects..

For **Grades 11-12**, students are assessed at least twice per term to make sure they are on track in each subject. Students who follow the IB full diploma course also participate in mandatory Internal Assessments (IAs) which focus on skills as well as subject content. These IAs are graded by the teacher according to published IB standards. IA scores are submitted to IB for moderation to ensure that all IA scores worldwide are consistent. Examples of this type of assessment include, but are not limited to, oral presentations, experimental reports, portfolios, and other projects. IAs contribute to the students overall IB score for that subject/component. Specific assessment criteria are given in the Subject Guides which are available upon request from teachers. Grade 11 students participate in the Academic Year Evaluation (AYE) for all academic subjects. Rules for Grade 11 AYE are the same as given in the above section for Grade 9 AYE.

In **Grades 6-12**, all internal summative assessments are notified to students via ManageBac at least 7 calendar days in advance of the deadline for assignment submission or time of the assessment. Notification in ManageBac will clearly provide the assessment criteria and other necessary instructions for the assignment, and the % contribution of this assignment to the overall summative assessment grade. The deadline for assignment submission is always within the school term (not during autumn, winter, spring or summer breaks) and is not later than 20:00 on the date of submission, which can be on a school day or weekend provided this is within a school term. Submission may be required by upload to ManageBac or to GDrive or by email or on paper/by hand, as specified in the submission requirements on ManageBac. After initial entry in ManageBac, any changes in the deadline date or assessment criteria etc are only made after written approval from the Programme Coordinator. The Programme Coordinator also has authority to independently delay submission deadlines or assessment dates to ensure a balanced approach across all subjects so that students are not overloaded at specific times.

In **Grades 6-12**, the summative assessment plan for all subjects (all assessments that determine or influence the awarding of semester grades) is set for the upcoming semester within the first two months of the semester. This plan will clearly set out the type of assessment, the due date, and the assessment criteria. In Grades 9-12, it will also include the weighting of the assessment as part of the overall semester grade. This assessment plan is essential so that students can wisely plan ahead for their workload and the Programme Coordinator can address any conflicting requirements between subject areas.

Throughout **Grades 6-12**, when marking internal assignments against the specified criteria, teachers will provide annotation in the margins to recognise good work and to identify areas for improvement. To facilitate this process, all assignment submissions should be double spaced and have 2.5 cm margins around the page.

In **Grades 9-12**, any submission by a student of an internal summative assignment (internal to the school), or a graded formative assignment, after the deadline specified in ManageBac is subject to an automatic 1% deduction for every minute late, to encourage students to submit assignments on time and prepare them for the discipline of the Diploma Programme. This deduction is made after the assignment has been marked against the specified criteria. For example, an assignment that is marked at 70% but was received 20 minutes after the deadline, will receive a final mark of 50%. Exceptions are



made in exceptional circumstances for documented illness (notified in advance of the deadline) or crisis situations (not notified in advance) that are outside the control of the student. Exceptions may only be approved by the Programme Coordinator, not the teacher setting the assignment. The Programme Coordinator's decision is final. Reasons such as lack of internet or email hiccups or traffic or work overload are not acceptable exceptions. Students should plan ahead and submit their work well in advance of the final deadline to reduce the risk of being late due to last minute problems. This penalty for late submission does not apply for any assignment that forms part of the external IGCSE or DP award (e.g. IAs), where lateness is covered by the rules of the examination body, or as indicated below for internal school deadlines.

In **Grades 9-12**, for any summative assignment which forms part of the external IGCSE award (e.g. coursework) or IB award (e.g. IAs and EE) any late submission of a draft for an internal deadline, may lead to no feedback on the draft from teacher or supervisor, at the discretion of the teacher/supervisor. Any late submission of a final completed assignment by the internal deadline, may lead to the assignment not being submitted to the external awarding body, at the discretion of the relevant Coordinator and Head of School by joint decision.

### **3.4 External Summative Assessment**

Cambridge IGCSE examinations are taken at the end of the two-year IGCSE course in April/May/June of Grade 10, for all subjects that students have studied at IGCSE level. At BIS, students normally select between 7 and 9 subjects to study.

The DP has external assessments for essays and assignments which are sent directly to IB examiners for evaluation. Examinations are also held in April/May of Grade 12 with all papers submitted to IB examiners for evaluation. Specific assessment criteria are given in the Subject Guides which are available upon request from teachers.

### **3.5 Exceptions to Summative Assessment Deadlines for School Representation**

In cases where a summative assessment deadline falls on the day of a school representative event, or within 5 days of completion of a school representative event, and a student has been asked by the Head of School to take part in the event as a school representative, the Head of School may extend the agreed deadline at their own discretion.

This rule applies for both internal BIS assessments, and externally examined assessments, provided the deadline has been set by BIS staff. Marking of such assessments must be completed as if the submission was made before the original deadline agreed for other students in the class. Representative events may be creative events, sporting events, speaking engagements, or any other event as decided by the Head of School.

## **4 Marking Systems**

For ongoing formative assessment, a wide range of different marking systems may be used, which will be explained to students by the teacher prior to assessment. For both internal and external summative assessment, the following marking systems are followed:

### **4.1 IB Primary Years Programme Marking System**

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

#### **Assessment in the classroom:**

- collecting evidence of students' understanding and thinking
- documenting learning processes of groups and individuals

- engaging students in reflecting on their learning
- students assessing work produced by themselves and by others
- developing clear rubrics
- identifying exemplary student work
- keeping records of test/task results

**Reporting on assessment:**

The PYP classroom and assessment philosophy uses a range of methods and approaches to gather information about a student’s learning. They record this information using a variety of tools and strategies.

Assessment strategies and tools					
Assessment tools	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums
Assessment strategies					
Observations	•		•	•	•
Performance Assessments	•	•		•	•
Process-focussed Assessments	•		•	•	•
Selected responses		•	•		•
Open-ended tasks	•	•		•	•

The BIS academic year has two semesters with two terms in each semester. Parents receive a full Student Achievement Report at the end of each semester. The report provides parents with content-based information about the covered curriculum, skills, and standards. Students are assessed both within transdisciplinary units and subject specific standards.

Students’ level of achievement is reported as follows:

- E - Exceeding Grade Level Expectations
- M - Meeting Grade Level Expectations
- D - Developing Towards Grade Level Expectations
- B - Beginning
- VB - Very Beginning
- NA - Not Assessed

**Student-Led Conferences:**

Student Led Conferences are formal reporting sessions to parents, led by the students themselves. The teacher's role in this process is to guide and prepare the students. The emphasis is on the discussion between a child and their parents.

**Portfolios:**

The Portfolio is an important part of the school's reporting program. It provides a record of student effort and achievement in all areas of school curriculum and life as well as a dynamic means of three-way communication between parents, students and teachers. Each student has his/her own Portfolio, which is shared with their parents at student-led conferences.

**PYP Exhibition:**

Grade 5 students are expected to develop and present their own inquiry driven project that showcases

their understanding of inquiry, reflection and action. This is an opportunity for the students to exhibit the attributes of the learner profile which they have been developing throughout the Primary Years Programme. The exhibition spans the length of a unit of inquiry and its successful completion is required for students to transition into the Middle Years Programme.

## **4.2 IB Middle Years Programme Grading System**

All assessment is criterion-related and uses subject-specific criteria published in MYP subject guides. MYP teachers are expected to use a full range of assessment activities for end-of-unit summative tasks. Teachers inform students of which criteria will be used to evaluate their work and provide regular feedback on students' progress throughout the unit in relation to these criteria. Teachers explain what is required for students to fulfil the criteria for any particular piece of assessed work.

Grading is undertaken positively and consistently in relation to clear subject criteria. Teachers look for evidence of what students know and understand. When using criterion-related assessment, student work is assessed where the majority of descriptors correspond to the student's performance. If the descriptors include many strands of an objective, and student performance is at a high level on most but not all strands, teachers adopt a "best-fit" model. If a teacher suspects malpractice, they will not award a level of achievement and will refer to the school's Academic Integrity Policy for further guidance.

### **Summative Assessment Guidelines**

- Summative assessments must accurately represent the student's performance, reflecting the content covered in class and the appropriate grade level.
- Summative assessments are graded against a rubric. This rubric must be shared with students prior to the commencement of the summative task.
- All summative assessments should be posted on the summative calendar at the beginning of the term.
- Summative assessments must be uploaded to ManageBac no later than 7 days before the assessment deadline. If this is not done, students may be exempt from completing the assessment.
- Summative assessments should primarily be completed during class time at school, with exceptions for specific tasks.
- Students are expected to submit summative assignments by the stated deadline, and it is their responsibility to ensure that the work is received by their teacher.
- Whenever possible, student work (including art, posters, presentations, written work, etc.) should be uploaded to ManageBac.
- If a student is awarded a score of 4 or lower on any criterion, the teacher must include a comment explaining the reasons for the score.
- Teachers must provide feedback on all summative assessments (either verbally or in writing). This feedback should give students clear guidance on how to improve their performance.

### **Teacher Guidelines for Recording and Reporting MYP Assessment**

Teachers are expected to maintain all records of both formative and summative assessments on ManageBac. After conducting summative assessments, the process of internal standardisation must take place before final achievement levels are awarded. Teachers share samples of student work with colleagues from the same department to moderate and come to a common understanding of assessment criteria and achievement levels. In cases where the summative assessment involves a one-off performance, teachers should either film or record assessment pieces (subject to student agreement), or invite another teacher to the lesson to observe and assess the performances. If a teacher is the only person teaching a subject group, the

standardisation process does not need to be carried out. However, the teacher is encouraged to discuss their understanding of the criteria with other colleagues or establish partnerships with other IB schools to clarify criteria interpretations.

Once marks for summative assessments have been moderated and agreed upon between teachers, they can be shared with students, along with written or verbal feedback. The marks must also be entered into the grade books in ManageBac within two weeks of the assessment's completion. For student reports, an overall grade for each criterion assessed up to that point in the year should be given using the 'best-fit' model. These grades, together with an overall grade (1-7) calculated using the MYP grade boundary chart, and a written comment from the class teacher, will be shared with parents in individual student reports. Parents will also have the opportunity to discuss this feedback with teachers during parent-teacher meetings following the reporting period.

### **Teacher Guidelines for Grading Late Submissions and Absent Students in the MYP**

All work is expected to be submitted on the due date as specified by the class teacher. It is the responsibility of the student to ensure that their work is received by the teacher. Late submission of work will incur consequences, determined by the professional judgement of classroom teachers, taking into account the age, academic history, and personal circumstances of the student, as well as any previous occurrences.

- For the first occurrence of late submission, a new deadline will be arranged, and parents will be informed by the subject teacher. The new deadline will be a maximum of three school days later. If the task is submitted by the new deadline, students will receive feedback, and grades will count toward their final MYP subject grade.
- For repeat occurrences, if work is not submitted on time or by the new deadline (without adequate explanation), parents will be informed, and the student will be required to spend an hour after school with the Middle School Assistant Principal (or another member of staff if the Assistant Principal is unavailable) to complete the task. The completed work will be collected and passed to the teacher for grading. The Assistant Principal and coordinator must be notified on the day of the extended deadline.
- If a student fails to complete a summative assessment, they will be marked as N/A for the respective criterion. This will be noted in the student's report, and an explanation for the missing assessment will be provided.

### **Teacher Guidelines for Absent Students**

- If a student is absent on the due date of an assignment, they must submit the assessment task on the day they return to school.
- If a student is absent on the day of an in-class assessment, they must see their teacher on the first day back to organise a time to make up for the missed assessment. Failure to follow this procedure could result in the student receiving no credit for the task (although they must still complete it to meet the learning outcomes for the course).

### **Teacher Guidelines for Special Cases**

- If a student joins the school mid-term or misses a significant portion of the unit due to prolonged absence, teachers will use their professional judgement to determine if the summative task is appropriate for the student or if a modified assessment is required.
- If a student does not complete the summative task, this will be noted and explained in the student's report. For reporting purposes, a grade of N/A will be assigned to any criterion not assessed through summative tasks. However, data from formative assessments and other

information on the student's progress may be included in the comment section of the report.

### Student Reports in the MYP

In each subject, the summative grade reflects a final numeric value (0-8) for each of the four subject-specific criteria, using results from a range of assessment tasks. This value is identified by the teacher using their professional judgement and supported by evidence from both formative and summative tasks. It is not an arithmetic average of the summative performance scores throughout the semester. The final grades for each criterion are then converted into a single 7 (high) – 1 (low) grade using the grade boundary chart published in official MYP documentation.

Grade	Description of Student Work
<p style="text-align: center;"><b>7</b></p> <p><b>Excellent</b></p>	<p>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.</p>
<p style="text-align: center;"><b>6</b></p> <p><b>Very Good</b></p>	<p>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.</p>
<p style="text-align: center;"><b>5</b></p> <p><b>Good</b></p>	<p>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.</p>
<p style="text-align: center;"><b>4</b></p> <p><b>Satisfactory</b></p>	<p>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.</p>
<p style="text-align: center;"><b>3</b></p> <p><b>Mediocre</b></p>	<p>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.</p>
<p style="text-align: center;"><b>2</b></p> <p><b>Poor</b></p>	<p>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.</p>

<b>1</b> <b>Very Poor</b>	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.
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### Conversion to National Standards

If MYP marking needs to be converted to the standard national marking system, teachers determine students' final grades in accordance with the MYP system and then convert them to the national system using the following conversion scale:

<b>MYP Grade Awarded</b>	7	6	5	4	3	2	1
<b>Equivalent Grade in the State System</b>	5	5	4	4	3	2	2

### Application and Attitude Grades for MYP Students

In addition to academic grade, student reports also include a grade for participation to indicate the level of commitment and involvement in the subject shown by the student. This includes the student's effort in class, completion of homework and behaviour. Grades given may be 'Excellent', 'Good', 'Satisfactory' or 'Poor'.

## 4.2 Cambridge International Examinations IGCSE Grading System

### Academic Grades for IGCSE students

Grades for IGCSE range from A\* down to U. Grade descriptors are subject specific and can be found in the subject Syllabus. The percentage uniform mark boundaries for each grade are shown below as a general guideline, though these are also subject specific and may be changed each year by Cambridge Assessment International Education based on worldwide performance of students in IGCSE examination. IGCSE Grade Percentage Achievement – General Guide below:

A*	90-100%
A	80-89%
B	70-79%
C	60-69%
D	50-59%
E	40-49%
F	30-39%
U	Unclassified

### Conversion to National Standards

If IGCSE marking needs to be converted to the standard national marking, teachers determine students' final grades in accordance with the Cambridge system and then convert them to the national system using the following conversion scale:

<b>IGCSE Grade Awarded</b>	A*	A	B	C	D	E	F	G	U
<b>Equivalent Grade in the State System</b>	5	5	4	4	3	3	2	2	2

### Participation Grade for IGCSE Students

In addition to academic grade, student reports also include a 'participation grade' to indicate the level of commitment and involvement in the subject shown by the student. Grades are given from A\* to E:

A*	Insightful and thought provoking
A	Excellent
B	Good
C	Satisfactory
D	Unsatisfactory
E	Does not participate at all

### Service Learning and PE Grades *Grades given during the course*

Exceeding	Exceeding requirements
On track	Meeting requirements
At Risk	Failing to meet requirements, risk of failure

### *Grades given at the end of the course:*

Distinction	Exceeded course requirements and complete the course
Completed	Met course requirements and completed the course
Not Completed	Failed to meet the minimum requirements

### 4.3 IB Diploma Programme Grading System

All assessment is criterion-related; however, the DP uses distinct schemes and subject specific criteria. The report card / transcript levels of the DP are marked out of 7, with grade boundaries set in both percentages and numeric to accommodate IB grade boundaries. The grade boundaries are evaluated on an annual basis to reflect changes to the IB grade awards and our own criteria based on results.

For the DP, assessed work may vary in its purpose and teachers are expected to use the full range of assessment activities. Teachers inform students which criteria will be used to evaluate their work, both for Internal Assessment (IA) and external examination. Teachers explain what is required for students to fulfil the criteria for any particular piece of assessed work. Feedback to students is prompt and supportive. Grading is undertaken positively and consistently in relation to clear subject criteria. Teachers look for evidence of what students know and understand. Teachers always reward alternative but equally valid answers that contain coherent ideas which are relevant to the question. When using criterion-related assessment, student answers are placed where the majority of descriptors correspond to the student's work. If the descriptors include many strands of an objective and student performance is at a high level on most of the strands but not all of them, teachers adopt a "best-fit" model.

In addition to the general requirement when marking internal summative assignments, that teachers provide annotation in the margins to recognise good work and to identify areas for improvement, for any work that is initially assessed by the teacher before possible moderation by the IB, full annotation is provided in the margins to justify any marks awarded by the teacher. If a teacher suspects that a student is guilty of malpractice, they will not award a level of achievement and will refer to the BIS Academic Integrity Policy for further guidance. In each subject, the summative semester grade requires the translation of criteria-referenced percentage grades into a single 7 (high) to 1 (low) grade. Each subject has specific criteria and these criteria are measured on numeric scales, which differ by

subject/course. Grades awarded for criteria-referenced tasks are translated into final 7 (high) to 1 (low) reported grades by measuring performance against moderated grade boundaries, based on boundaries published by IB.

During the reports meeting at the end of each term, the DP Coordinator, in discussion with the relevant Form Teacher, determines a remediation plan to support student learning for any candidate with a grade from 1-2. The remediation plan will then be discussed with both parents and the student for understanding and agreement for implementing the plan both at home and school.

All students are given participation grades reported by the individual subject teachers at the end of each term. These are discussed alongside the academic results for each term by staff and are included in the reports sent home to parents. Participation grades are a vital element reflecting the overall learning ethos of the student by highlighting the effort the individual student is making in terms of homework completion, respectfulness to other students and the BIS staff, contribution to the class and lateness and absenteeism.

Homework is a necessary support to classroom teaching, and all students should expect to receive homework on a regular basis. Homework is intended to reinforce work covered in class and to help students develop important habits of self-discipline, organisation, time management and to develop the student's responsibility for his/her own learning. Students should expect to complete an additional 24-48 hours of additional home research and study per week in accordance with the DP recommendations from the IB.

### Academic Grades for DP students

Academic Grades are given from 7 to 1, and a general guideline for each grade is given in the table below.

Grade	Grade Descriptor
7	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.
6	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
5	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.
4	General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support
2	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.



1	Minimal achievement in terms of the objectives.
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Specific descriptors for each subject are provided by International Baccalaureate Organisation here: [Official descriptors](#)

### Creativity, Activity, Service (CAS) and PE grades

Grades given *during the course*:

Exceeding	Exceeding requirements
On track	Meeting requirements
At Risk	Failing to meet requirements, risk of failure

Grades given *at the end of the course*:

Distinction	Exceeded course requirements and complete the course
Completed	Met course requirements and completed the course
Not Completed	Failed to meet the minimum requirements

### Extended Essay (EE) and Theory of Knowledge (TOK) grades

Letter grades are based on achievement:

A	Excellent
B	Good
C	Satisfactory
D	Unsatisfactory
E	Failing

These grades are combined according to the matrix below to give the student a maximum of 3 points:

		Theory of Knowledge (TOK)					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not submitted
Extended Essay (EE)	Excellent A	3	3	2	2	Fail	Fail
	Good B	3	2	2	1	Fail	Fail
	Satisfactory C	2	2	1	0	Fail	Fail
	Mediocre D	2	1	0	0	Fail	Fail
	Elementary E	Fail	Fail	Fail	Fail	Fail	Fail
	Not submitted	Fail	Fail	Fail	Fail	Fail	Fail

### Conversion to National Standards

If DP marking needs to be converted to the standard national marking, teachers determine students'

final grades in accordance with the DP system and then convert them to the national system using the following conversion scale:

<b>IBDP Grade Awarded</b>	7	6	5	4	3	2	1
<b>Equivalent Grade in the State System</b>	5	5	4	4	3	2	2

### Participation Grade for DP Students

In addition to academic grade, student reports also include a ‘participation grade’ to indicate the level of commitment and involvement in the subject shown by the student. Grades are given from A\* to E:

A*	Insightful and thought provoking
A	Excellent
B	Good
C	Satisfactory
D	Unsatisfactory
E	Does not participate at all

### Transcripts with GPA results

The GPA is calculated based on the grades obtained in the full semester report. Term reports are not taken into account for the calculation of the High School grade point average (GPA).

## 5 Communicating and Reporting Results

BIS is committed to providing complete and accurate assessment information to parents and guardians of students so that parents/guardians can be fully involved in supporting the education of their child.

Assessment results are communicated regularly and clearly to students and parents/guardians in order to promote understanding of a student’s achievement. The BIS academic year has two semesters with two terms in each semester. Parents receive a full Student Achievement Report at the end of each semester. These reports accurately reflect student achievements and scope for development. In High School, parents also receive interim reports at the end of the first and third terms to help guide students in their progress towards external examination.

Individual parent-teacher meetings are provided for confidential discussion of student performance.

## 6 Responsibility for Assessment

### 6.1 Assistant Principals Responsibilities

The relevant Assistant Principal is responsible for:

- Oversight of all assessments in their respective sections at BIS to ensure that it is appropriate and timely and focused on improving student education.
- Training and mentoring of all teaching staff in the design and management of all assessments at BIS, in their respective sections.
- Ensuring that all relevant parents/guardians BIS receive complete, accurate and timely information about the development and progress of their child.
- Compliance with all external assessment requirements to ensure that student performance is accurately measured and reported.

### 6.2 All Programme Coordinators Responsibilities

Programme Coordinators are responsible for the overall supervision and implementation of the assessment policy for their programme, including:

- Cultivating a culture that prioritises assessment for learning and assessment of achievement.
- Scheduling training and professional development for all teachers when they join the programme and when the subject curriculum is revised or changed
- Arranging teacher collaboration meetings to plan and reflect on teaching and assessment strategies.
- Providing training to teachers in interpreting assessment summary data.
- Reviewing and revising the assessment policy annually.

### **6.3 DP Coordinator Additional Responsibilities**

- Training Extended Essay and CAS supervisors.
- Registering all DP students for DP examinations and other assessments.
- Distributing DP assessment materials to teachers.
- Supervising DP testing and monitoring test conditions.
- Monitoring the extended essay process and CAS progress.
- Setting deadlines to ensure all assessments, Extended Essay, and sample sets arrive at the appropriate destinations on time.

### **6.4 All BIS Teaching Staff Responsibilities**

All BIS teaching staff is responsible for:

- Reading, understanding and implementing this Assessment Policy.
- Informing students about the assessment criteria for their subject and any work assigned before assessment takes place.
- Designing and using useful formative assessment to help students understand what is expected and how they are progressing.
- Incorporating the results of formative and summative assessment activities into their teaching.
- Using a variety of instructional and assessment strategies to differentiate instruction.
- Providing timely and constructive written and verbal feedback on student assignments and assessments, as soon as possible after the assignment deadline and within maximum 2 weeks of the deadline.
- Collaborating effectively with other teachers by sharing ideas, observing classes and joint assessment where required.
- Following all assessment practices specified by Cambridge International Examinations or for the DP, MYP or PYP, as appropriate for the courses they teach.
- Following any deadlines outlined by the relevant Programme Coordinator, Assistant Principal, or Exams Officer.
- Submitting appropriate documentation to the relevant Programme Coordinator, Assistant Principal, or Exams Officer, as required, including verification reports, data collection forms, sample work, predicted grades etc.
- Ensuring that any internal assessments are scheduled correctly to not conflict with any external assessments required for students.
- Ensuring that their curriculum and assessment practice follows school policy.
- Maintaining appropriate communication regarding student progress with the relevant Assistant Principal, Coordinator, and Head of Department.
- Communicating frequently with the relevant Head of Department, Programme Coordinator, Assistant Principal, students and parents regarding student progress.

### **6.5 Student Responsibilities**

All students are responsible for their own performance in assessment by:

- Always striving to achieve the characteristics of the IB Learner Profile given in the Preface to this document.
- Developing study skills and time management skills to maximise potential for their success.
- Following all deadlines given to them by teachers or course leaders for classroom and homework assignments and any assessments.
- Performing as well as possible in all formative and summative assessments given to them by teachers.
- Always providing well-presented work in the required format.
- Being proactive in seeking help, monitoring their own progress and reflecting on the strengths and weaknesses revealed through class assignments and assessments.

## **6.6 Parents/Guardians Responsibilities**

Parents and guardians are responsible to support students in assessment by:

- Monitoring their child's progress by reviewing course work and reports.
- Discussing assignments and assessments with their child to show support and encourage achievement.
- Contacting the teacher if questions or conflicts arise so that the teacher will have the opportunity to address the issue in a timely manner
- Attending parent-teacher meetings to ensure that any outstanding issues are dealt with and that any information needed for exam registration is correct and on time.