



**Ecole Sainte-Anne de Kigali**



## **Assessment Policy**

Updated July 2025

## Table of Contents

<b>Introduction .....</b>	<b>3</b>
Mission.....	3
Vision .....	3
ESAK Core Values .....	3
IB Mission.....	4
<b>Purpose of the Assessment Policy.....</b>	<b>4</b>
<b>Principles of Assessment .....</b>	<b>5</b>
<b>Assessment Types.....</b>	<b>6</b>
Diagnostic Evaluation.....	6
Formative Assessment.....	6
Summative Assessments.....	6
Self and Peer Evaluation .....	7
Assessing the Learner Profile Attributes .....	7
<b>Frequency of Assessments and Student Progress Reports.....</b>	<b>7</b>
Periodic Reports.....	8
Comprehensive Reports at the End of Year .....	8
<b>Assessment and Academic Integrity .....</b>	<b>8</b>
In the Digital Age, Integrity .....	8
Guidelines for Academic Honesty.....	8
<b>Assessment Standardisation.....</b>	<b>9</b>
<b>Inclusion in Assessment.....</b>	<b>10</b>
<b>MYP Assessment Criteria and Achievement Levels .....</b>	<b>12</b>
Assessment Criteria .....	12
Achievement levels .....	13
<b>Student's Missing Work.....</b>	<b>14</b>
<b>Roles and Responsibilities in Assessment.....</b>	<b>15</b>
<b>Documenting and Reporting Student Achievement .....</b>	<b>16</b>
<b>MYP Certification .....</b>	<b>19</b>
<b>Policy Alignment .....</b>	<b>19</b>
The IB Learner.....	19
ESAK mission statement .....	19
ESAK MYP Academic Honesty Policy.....	20
<b>Policy review .....</b>	<b>20</b>
<b>Appendixes .....</b>	<b>20</b>
<b>References .....</b>	<b>21</b>

## Introduction

### Mission

ESAK is a school offering an education open to all, while respecting everyone's convictions. Its ambition is therefore to:

- Welcome children and young people from all backgrounds and origins, representing the diverse cultural identities of the region, to enable them to experience their learning process together;
- Offer a pathway to self-fulfillment and learning of human and academic skills, with a holistic approach, catering for the body, brain and heart - from 3 to 18.
- Offer everyone an all-round education - intellectual, cultural, artistic, technical and physical health;
- To promote the school as a 'living environment in which every child and adult feels welcomed, recognized and valued.

### Vision

Through the pursuit of human excellence, our ambition is to form citizens of the world and, more specifically, active and cooperative members in the countries of the Great Lakes Region, with a view to making this region a land of reconciliation, a common home of well-being in which families, urban, industrial and agrarian societies, as well as states, live in harmony and peace.

### ESAK Core Values

**Dignity:** For all our children, whoever they are and wherever they come from, have an inalienable right to take the time to grow up.

**Compassion:** For every existence and every journey through life is punctuated by failures and suffering that require us to support and care for one another.

**Harmony:** For men and women are created for happiness and joy. And harmony is nothing other than that climate of relationships and community that enables each and every one of us, with and within our differences, to achieve joy with and through others.

**Humility:** For we must all recognize that what we are today, we owe essentially to others who precede us (history), who surround us (our parents and our families)... and also recognize what we will have to give for those around us and those who will follow us.

**Integrity:** For uprightness of thought (the "True"), deed (the "Good") and word (the "Right") are essential if we are to live "in truth" with one another.

The concept of UBUNTU, which emphasizes the interconnectedness of humanity and the importance of mutual respect and support, is deeply ingrained in our assessment practices. At Sainte-Anne, we believe that *"I am because we are,"* and this philosophy informs our efforts to create an inclusive and supportive environment where every learner can thrive. Through fair and criterion-based assessments, we empower students to reflect on their learning, celebrate their

achievements, and grow collectively with their peers. This policy upholds the IB's high standards while being responsive to the local context, ensuring that our assessment practices are meaningful, equitable, and transformative for all learners.

## **IB Mission**

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 worldwide to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## **Purpose of the Assessment Policy**

To promote student development, excellence, and lifelong learning, assessment is an essential part of teaching and learning at Sainte-Anne School of Kigali. Our policy ensures that our everyday activities are in line with the International Baccalaureate (IB) philosophy by reflecting the purpose, vision, and fundamental values of our institution. The goal of assessment at Sainte-Anne School of Kigali is to support and improve teaching and learning by:

- **Encouraging Deep Learning** through promoting inquiry-based, student-centered learning by directing students towards a thorough knowledge of ideas and abilities.
- **Promoting Reflection and Growth** where students are allowed to reflect on their progress, identify their strengths, and target areas for growth. It promotes a growth mentality by viewing learning as a continual activity.
- **Providing timely, constructive, and actionable feedback** to students, teachers, and parents, allowing all stakeholders to make educated decisions that benefit the student's academic progress.
- **Evaluating student achievement** to well specified IB criterion-based criteria, assuring consistency, fairness, and openness.
- **Fostering Global Competence and UBUNTU concept** by enabling students to gain the knowledge, skills, and attitudes required to positively contribute to a globalised world while embracing UBUNTU values such as integrity, harmony, empathy, teamwork, and a shared sense of humanity.
- **Informing Instructions** by allowing teachers to assess student progress, change teaching tactics, and construct classes that appeal to a variety of learning requirements.

- **Ensuring Inclusion** by accommodating a wide range of learning profiles, ensuring that all students, including those with special needs, can effectively demonstrate their knowledge and abilities.
- **Aligning with the IB Philosophy** which emphasizes on producing principled, balanced, and reflective learners, while also upholding academic integrity and encouraging ethical use of digital resources in the assessment process.

## **Principles of Assessment**

The assessment practices at Sainte-Anne School of Kigali align with the IB standards and practices, particularly:

Standard C4.1: Assessment at the school aligns with the requirements of the program(s).

Every assessment in the MYP is criterion-based, meaning that it is predicated on the IB criteria that have been established for each subject group. This guarantees that rather than being compared to their peers, students are evaluated on their comprehension, abilities, skills, and application of knowledge. The purpose of assessment activities is to encourage students to apply their knowledge in relevant and useful ways by reflecting real-world problems. Using digital tools and platforms that facilitate multimodal expressions of understanding, like digital portfolios, movies, and presentations, these assignments are also tailored to meet the requirements of diverse learners.

Standard C4.4: The school provides students with feedback to inform and improve their learning. In this digital age, academic integrity is a top priority, and students are taught ethical behaviours including correct citation, avoiding plagiarism, and using AI responsibly. **Turnitin** is one tool that is used to enforce these standards. The school also strikes a balance between summative tests, which gauge students' accomplishment of predetermined standards, and formative assessments, which encourage continuous learning. Feedback is prompt, helpful, and targeted; it is frequently sent via Academic Bridge to give parents and students useful information.

Standard C4.6: The school has strategies to ensure consistency in assessment practices across the program.

Teachers work together utilising standardised procedures, such as a standardisation form created by the department, to guarantee uniformity and dependability. With tools like online tests, simulations, and Academic Bridge systems that improve the assessment process through dynamic and interactive evaluation techniques, technology also plays a significant part in assessments. To develop critical thinking and teamwork, students are encouraged to participate in reflective practices, which are during and at the end of each unit/course

Standard C4.5: The school has systems for recording, analyzing, and reporting assessment data. Data-driven decision-making is supported by the methodical recording and analysis of assessment data in the Academic Bridge, which also informs instructional practices and yields thorough reports on student development. Furthermore, to help students embrace UBUNTU ideals and comprehend their responsibility as global citizens, assessments are made to relate global challenges to local situations. Assessments at Sainte-Anne School of Kigali continue to be inclusive, engaging, and responsive to the needs of the digital era by adhering to these principles.

### **Assessment Types**

We use a range of assessment methods at ESAK to guarantee a thorough grasp of students' development and learning. According to the MYP framework, such assessments are made to support our students' growth while meeting their varied needs.

### **Diagnostic Evaluation**

At the beginning of a unit or for recently entered students, diagnostic tests are intended to determine the prior knowledge and abilities of the pupils. These evaluations give teachers important information for creating individualised support plans and assist them in evaluating the students' present level of comprehension. Students are encouraged to create individual learning objectives that take into account both their areas of strength and growth by using the SOLO (Structure of Observed Learning Outcomes) taxonomy approach.

### **Formative Assessment**

Ongoing learning is guided by formative assessments, which also give students timely, useful feedback to support in their improvement. Although they provide a glimpse of students' development and are carried out at various points during the learning process, these assessments are not entered into the gradebook. Monitoring the learning process, identifying areas for growth, and making well-informed decisions to modify teaching tactics are the main goals of formative assessments. Formative evaluations aid in evaluating students' understanding after a unit, which helps guide decisions about future instruction and learning.

### **Summative Assessments**

Summative assessments provide proof of students' accomplishments by assessing their learning at the end of a unit. The purpose of these assessments is to determine if students have fulfilled the unit's requirements and desired learning goals. GRASPS (Goal, Role, Audience, Situation, Product, and Standards) tasks serve as the foundation for our school's primary summative evaluations. These tasks are intended to mirror real-world problems and motivate students to use their knowledge and abilities in significant ways. The gradebook contains the results of summative assessments, which are used to evaluate students' performance overall.

### **Self and Peer Evaluation**

Peer and self-assessments are essential for encouraging introspection, teamwork, and learning ownership. Students are encouraged to reflect before, during, and after classes, units, and terms, among other times. Students gain agency, learn to think critically, and take ownership of their education through this process. Students have the ability to create personal goals, pinpoint areas for growth, and actively participate in their own educational journeys by assessing both their own and their classmates' work. This encourages a feeling of responsibility and facilitates the growth of teamwork in the classroom.

### **Assessing the Learner Profile Attributes**

At ESAK, students are expected to model the learner profile attributes. Learner profile will be assessed by students' self-reflections and meetings with teachers to set future goals.

#### **Tools/ Strategies:**

- Students will be introduced to a minimum of two learner profile attributes per unit, which will be reflected upon by the teachers.
- Students use different self-assessments and reflection sheets to show growth and understanding of the learner profile and it is kept in their portfolios.
- Teachers will reflect on the students' demonstration of the learner profile attributes in the report cards.
- All units of inquiry have focus attributes that are tackled throughout the unit and reflected upon by the students.
- Students will reflect on their understanding and personal growth of the learner profile attributes.
- Parents are invited to communicate any student action that reflects their growth of the learner profile attributes.

### **Frequency of Assessments and Student Progress Reports**

At ESAK, in order to guarantee ongoing development and well-informed decision-making, parents and students should receive frequent and detailed feedback. Assessments and reporting are designed to satisfy both local and IB MYP standards to accomplish this:

## **Periodic Reports**

Report cards are created at the end of each term using the criteria that were evaluated throughout that term. These reports document the accomplishments and development of the students in each unit, reflecting their performance per the IB MYP assessment criteria. Feedback on the areas of strength and improvement is given, and the assessments are in line with the term's learning objectives. To encourage student growth and offer direction for future education, parents receive an in-depth analysis of their child's progress.

## **Comprehensive Reports at the End of Year**

Each student receives a comprehensive report card at the end of the academic year that summarises their achievements in every subject group. The IB MYP criteria and requirements are met by this report, which guarantees that every criterion and strand has been evaluated at least twice during the year. It offers proof of student accomplishment, growth, and advancement and encompasses the entire MYP assessment approach. Furthermore, the assessments satisfy local educational requirements, guaranteeing that the final assessment satisfies both national and international criteria. This comprehensive report offers a concluding assessment of students' development, assisting teachers, parents, and students in making plans for the upcoming school year.

## **Assessment and Academic Integrity**

The core element of ESAK's educational philosophy is academic honesty, particularly in light of the digital age. Implementing the highest standards of integrity and ethical actions in assessment guarantees that students' achievements accurately represent their unique learning styles and capabilities.

### **In the Digital Age, Integrity**

Given the widespread use of digital tools and technology in the modern era, upholding academic integrity is becoming more and more crucial. The IB's *Academic Honesty policy*, which highlights the value of honesty, trust, fairness, respect, and responsibility, is followed by the school's assessment procedures in terms of academic integrity. We make sure that students are aware of the moral ramifications of utilising digital tools, such as appropriate citation, avoiding plagiarism, and using AI responsibly. By identifying instances of plagiarism and verifying that students' work is original, digital systems like **Turnitin and AI checker** are used to promote academic integrity.

### **Guidelines for Academic Honesty**

To foster a culture of academic integrity, ESAK has set forth explicit guidelines for students, faculty, and the school community. These guidelines guarantee that everyone in the school



community is aware of their responsibility to maintain academic integrity. The guidelines include but not listed to:

1. **Appropriate Citation and Referencing** - When utilising outside resources for assignments, projects, and research, students are expected to properly attribute the authors and sources. Plagiarism results from failure to do this.
2. **Prohibited Practices** - It is completely forbidden to engage in dishonest activities such as plagiarism, cheating, or data fabrication. According to the school's academic honesty policy, students who are caught participating in these activities will be disciplined.
3. **Use of AI and Digital Tools** - Students receive instruction on how to use digital platforms and AI tools in an ethical manner. They are urged to utilise these tools sensibly, making sure that they supplement education rather than take the place of independent work.
4. **Collaboration between Teachers and Students** - Teachers are crucial in helping students cultivate sound academic habits. To ensure fairness and justice in assessment, students are given clear instructions on how to correctly complete assignments, do research, and work with peers.
5. **Accountability & Responsibility** - Students must take ownership of their work and adhere to the school's policies regarding academic integrity in all tests. At home, parents and guardians are also urged to uphold and reinforce these principles.

### **Assessment Standardisation**

At ESAK, standardising assessments is an essential procedure that guarantees uniformity, equity, and openness in assessing student learning. To ensure that all students are evaluated fairly and that their accomplishments are appropriately reflected per the established criteria, the school complies with the IB's requirements for assessment standardisation.

### **Procedures for Departmental Standardisation**

Standardisation within every department ensures that assessments across several subject groups are uniform and in line with IB objectives. Department holds regular and methodical standardisation sessions, as advised by the IB in order to identify the proper final grade level or achievement based on the specified criteria. Teachers collaborate to analyse example student work. By ensuring that all teachers are aware of and follow the same grading guidelines, these meetings guarantee that students' work is assessed impartially and equitably. Standardisation meetings are planned on a regular basis during the academic year, especially prior to significant tests and report card submissions. The school guarantees that student achievements represent their true understanding and application of knowledge through implementation of these standardisation procedures.

### **Using Forms for Standardisation**

The school uses [standardised forms](#) that direct the assessment and grading of student work in order to help the departmental standardisation process. Each department creates these forms to guarantee that evaluations are transparent, uniform, and meet the needs of each individual student as well as IB requirements. Teachers can more easily assign the proper score for each student's work based on precise, predetermined standards thanks to the forms' explicit rubrics for each criterion and strand.

The standardisation forms offer an organised method of evaluation that honours students' accomplishments in accordance with impartial criteria. In order to guarantee equity, consistency, and student development, they also assist teachers in reflecting on their grading procedures. These forms uphold the school's dedication to equity, openness, and consistency while promoting students' growth and development and conforming to IB standards.

### **Personal Project**

The personal project must be moderated externally. Each project undergoes the following internal standardisation procedures prior to external moderation, as mandated by the IB, which states that *"Schools ensure that the projects are assessed and internally standardised by the supervisors in the school according to the criteria stated in Projects guide"* (MYP Projects guide 10) each project goes through the following internal standardization procedures:

- Initial assessment (supervisor);
- Assessment by another 2 arbitrarily assigned supervisors. An additional MYP teacher may be added to the group;
- Group discussion/agreement upon the final level of achievement (supervisor, MYP teachers);
- Standardized achievement level and grade with a comment issued to the MYP Coordinator to enter into IBIS, to the student, and recorded to the Academic Bridge Projects assessment section (supervisor).

### **Inclusion in Assessment**

Inclusion is a core principle that ensures all students, regardless of their individual learning needs, have equal opportunities to demonstrate their knowledge, abilities, talents and skills. The school is committed to meeting the diverse needs of students through personalized and equitable assessment practices, as outlined in the updated IB guidelines on inclusion.

## **Inclusion Principles**

According to the IB's most recent inclusion policy, every student should receive the assistance they require in order to perform well on tests that accurately represent their skills and potential. Creating an atmosphere where all students, including those with different learning needs, have the resources and chances to show what they have learnt is the goal of inclusion in assessment. According to the International Baccalaureate (2021), this concept guarantees that tests are equitable and available to all students, including those who have learning difficulties, learning differences, or language barriers.

By creating assessments that take into account a range of learning demands, styles, and skills, ESAK abides by these guidelines. Through written tasks, presentations, digital portfolios, and other multimodal expressions, the school makes sure that assessments are adaptable and give learners a variety of opportunities to demonstrate their comprehension. The IB's focus on making "appropriate adjustments" to support all students and making sure that assessments accurately reflect each student's progress towards the established learning outcomes is in line with this strategy (International Baccalaureate, 2021).

## **Accommodation in Assessments**

In order to meet students' varied needs, the school offers accommodations that let each student access assessments in a way that best suits their unique problems and abilities. These modifications are based on the "Access and Inclusion" principles and the IB's Special Educational Needs (SEN) policy, which support modifying assessments to guarantee that all students can demonstrate their comprehension (International Baccalaureate, 2021).

Among the possible accommodations include, but are not restricted to:

- **Extra Time**- Students are allowed to exhibit their learning without being constrained by time limits if they require additional time to synthesize information or finish assignments (International Baccalaureate, 2021).
- **Modified Formats** - For students with special learning requirements, assessments may be delivered in alternate formats, such as oral presentations instead of written tests, or digital tools for students with visual or physical disabilities (International Baccalaureate, 2021).
- **Supportive technology** - To enable students with disabilities to fully engage in exams, assistive technology are offered, such as screen readers, speech-to-text software, or customised keyboards (International Baccalaureate, 2021).
- **Alternative Methods of Assessment** - In lieu of written assignments or standard tests, students with particular requirements may be assigned alternative assessments, such as project-based evaluations (International Baccalaureate, 2021).

- **Language Support** - To guarantee that the assessment represents their subject understanding rather than just language proficiency, accommodations for students who have limited proficiency in the language of instruction may be made, such as the use of dictionaries or language support tools (International Baccalaureate, 2021).

According to the IB's tenets, teachers, learning support personnel, and the student's family work together to develop and carry out any modifications. Accommodations are guaranteed to be in line with each student's unique needs and learning objectives thanks to this cooperative approach. Accommodations are also well-documented and explained to guarantee uniformity and openness in all evaluations. Through these, ESAK promotes an environment of fairness and respect for all students by guaranteeing that each student has the assistance and chances required to showcase their genuine potential.

## **MYP Assessment Criteria and Achievement Levels**

### **Assessment Criteria**

Teachers address goals in the MYP through classroom teaching and learning, which is the taught curriculum, as well as assessing criteria in the curriculum, which is the evaluated curriculum, through early and final assessment tasks.

Subject groups **must** assess **all** strands of all four assessment criteria **at least twice** in **each year** of the MYP.

- *IB From Principles Into Practices*

IB provides the required assessment criteria for years 1, 3 and 5 of the MYP. At ESAK, MYP teachers make decisions about students' achievement using their professional judgment and "best-fit" approach, guided by mandated criteria that are public, known in advance and precise (MYP Assessment Criteria are discussed with students in August and at the start of every unit), ensuring that assessment is transparent and **NOT** averages.

Table 1.0 The MYP assessment criteria across subject groups

Subject Group	A	B	C	D
<b>Language and Literature</b>	Analyzing	Organizing	Producing text	Using language
<b>Language acquisition</b>	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
<b>Individuals and societies</b>	Knowing and understanding	Investigating	Communicating	Thinking Critically
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
<b>Arts</b>	Knowing and understanding	Developing skills	Thinking creatively	Responding
<b>Physical and Health Education</b>	Knowing and understanding	Planning for Performance	Applying and Performing	Reflecting and improving performance
<b>Design</b>	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
<b>MYP Project *</b>	Investigating	Planning	Taking action	Reflecting
<b>Interdisciplinary</b>	Disciplinary grounding Synthesizing	Synthesizing	Communicating	Reflecting

### Achievement levels

Each criterion has eight possible levels of achievement (**0–8**), divided into four bands that generally represent:-

- the student doesn't reach a standard described by any of the descriptors following (**0**);
- limited (**1–2**);

- adequate (3–4);
- substantial (5–6); and
- excellent (7–8) performance.

Each band has its unique descriptor. Teachers use the descriptors to make “best-fit” judgments about students’ progress and achievement. The “best-fit” approach reflects the criterion-related philosophy of MYP assessment which does not require students to meet every strand of a criterion to be awarded a specific achievement level or progress to the next level. MYP assessment relies on teachers’ professional judgment and not averages to develop and apply shared understandings of “what good looks like” (*Further Guidance for Developing MYP Assessed Curriculum*). Level **0** is available for work that is not described by the band descriptor for levels 1 and 2. Level 0 should not be used for missing work.

### **Student’s Missing Work**

As specified by the grading requirements of the IB MYP assessment processes, ESAK strives to deliver grades that only represent students' aptitude for the courses. However, we understand how important it is to make sure every student acquires the IB Learner Profile attributes and IB Approaches to Learning skills (ATLs). Therefore, we recognise that there are instances in which students must face repercussions and report missing work, even though we believe that they should have numerous opportunities to turn in their work with individualised coaching. When absent students return, it is expected that they will make up any missed assignments and tests.

After grading periods when students have not turned in substantial amounts of work or highly weighted assessments like projects, papers, or exams, teachers can use the basic procedure listed below:

- **Option 1:** The teacher applies the findings of formative assessments. It is the student's responsibility to work with the teacher to set up a rehabilitation schedule because this is a temporary condition.
- **Option 2:** The teacher uses a **0** as a stand-in, pending submission of student work. If a student submits the work within established time boundaries for the grading period, that assignment loses all late penalties; it is then assessed according to its academic merits, so the grade is changed. If the student chooses not to submit the work, the **0** remains and is used in order for the Academic Bridge to calculate the term/final grade.

To distribute tests and evaluations especially at the end of the term and year, the school will have an assessment schedule. This program will be overseen by the IB coordinators and Head of Secondary Section, who will make sure that both internal and external assessment arrangements are taken into account.

A teacher should not award a level of achievement to a student if they suspect malpractice; instead, they should consult the school's Academic Integrity Policy for more information. A teacher or other staff member will notify the appropriate IB Coordinator if they have any suspicions that a student may have violated the school's academic integrity requirements.

The latter will look into the situation and let the student know about the teacher's concerns, allowing the student to respond to the charges. The IB Coordinator will decide if academic dishonesty or academic infringement is a concern if it can be demonstrated that improper work was submitted. The distinction between these two options will be based on intent, once more per IB policy and practice. The Head of Secondary Section will make the final decision in cases that are significant or contentious.

## **Roles and Responsibilities in Assessment**

### **The teachers**

Teachers will administer, mark and record suitable assessments while taking into account the variety of abilities and assessment formats that the course calls for.

### **Students**

Attend all exams and assessments as scheduled.

It is the student's duty to make sure they notify the teacher as soon as possible if they will be missing an assessment. The teacher will base their decisions on the reasons why students missed the assessment in the first place, thus it is unrealistic to expect that they will always set up a make-up exam.

Even when the work is marked, the student may occasionally receive a failing grade; this occurs to ensure that learning objectives are accomplished even when the student is clearly at fault.

Every student should anticipate receiving homework frequently since it serves as a supplement to instruction in the classroom. The purpose of homework is to assist students acquire critical habits of self-discipline, organisation, and self-reliance as well as to reinforce material learnt in class. The amount of homework assigned varies by subject groups; generally speaking, students in grades 6-7 should anticipate 1–2 hours of homework each week, students in grades 8–9 4 hours, and students in grades 10 up to 6 hours of extra home study and research.

In keeping with our policy of encouraging independently driven learning and working to cultivate the qualities of the IB Learner Profile, we encourage a cooperative approach to homework assignment. Teachers will schedule homework assignments during routine curriculum planning sessions and, when necessary, include students in the deadline-setting process. Students must

properly manage their time to complete lengthy tasks. Assignments must be completed correctly and on time, according to teachers.

In the event that a student's failure to complete homework is deemed problematic, the teacher will inform the relevant Homeroom Teacher who may then ask the student to attend homework club or forfeit their break/free time in order to finish the unfinished work. Parents will be informed if a student consistently fails to turn in assignments.

## **Documenting and Reporting Student Achievement**

### **Documenting**

Throughout the five years of the MYP, ESAK provides parents with termly updates on their child's progress in each subject area through Academic Bridge, MYP Portfolios, Journals and report cards. MYP reports include the student's level of performance for each assessment criterion for each unit/course. Through this process, parents and students are informed about how well their children are reaching the objectives of each subject group area and, if needed, suggestions for improvement are made during student-led conferences.

### **Grades and Descriptors for MYP**

"No surprises" is the ESAK's guiding principle. Teachers must inform parents, the MYP Coordinator, and the Head of Secondary Section if a student's grades drop below a grade 4 at any time throughout the term. To determine the semester score, teachers total the accomplishment levels (0–8) for each of the four categories on all summative assignments. Using the grade boundary guidelines, ESAK determines the semester/final grade for each MYP year on a scale of 1–7. Grades three and up are considered passing scores by the IB. Table 3 converts the performance level summaries into grades on a scale of 1 to 7, along with grade descriptors.



Table 2.0. MYP General Grade Descriptors

<b>Grade</b>	<b>Boundary guidelines (achievement level totals)</b>	<b>Descriptor</b>
<b>1</b>	<b>1-5</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
<b>2</b>	<b>6-9</b>	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.
<b>3</b>	<b>10-14</b>	Produces work of 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.
<b>4</b>	<b>15-18</b>	Produces good-quality work. Communicates a basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in unfamiliar situations.
<b>5</b>	<b>19-23</b>	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 the familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
<b>6</b>	<b>24-27</b>	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 classrooms and real-world situations, often with independence.
<b>7</b>	<b>28-32</b>	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.

## **MYP 5, the Program's Final Year**

The MYP final grades for each subject group and the personal project are given to students in year 5 after the MYP program.

The personal project must be moderated for institutions completing the fifth year of the MYP. In exchange for IB MYP course results and a mark (1–7) for the personal project, MYP 5 students who are ESAK MYP Course Candidates have their projects publicly appraised by IB assessors.

The personal project is a cumulative learning experience at the end of the fifth-year MYP program. It is the outcome of the student's work and reflects their entire MYP experience. In order to show their newly acquired knowledge, their development as learners, and their understanding of concepts related to the global context, it provides students with the opportunity to research a topic of interest, create a creative work of their choosing (PRODUCT/OUTCOME), and evaluate the project's execution (PROJECT REPORT).

### **Optional eAssessment for Candidates in MYP Year 5**

IB-validated grades recorded as MYP course outcomes are produced by MYP eAssessment, an optional service for IB World Schools that can help earn the MYP certificate. Students in Year 5 of the MYP have the following options:

- The ultimate honour for the MYP is the MYP Certificate, which leads to IB Organisation recognition. Certain conditions must be fulfilled. The Middle Years Program 7-8 contains general regulations.
- The MYP Course Results are the primary MYP awards record. It includes a list of all the subjects the candidate has studied as well as their grade (1–7). Additionally, it demonstrates that the community service obligation set forth by the school, as well as the score received for the personal project and interdisciplinary evaluation, were satisfied. The outcomes record only demonstrates success.
- The MYP Record of Participation is available to MYP students who have completed the prerequisites in years three or four and have been enrolled in the program for at least two years. These students are not enrolled in any IB evaluation programs. The school provides the school-based Record of Participation, which is not verified by the IB Organisation. Some requirements must be met. (*Middle Years Program 8 general regulations*).

## **MYP Certification**

The MYP Certificate or MYP Course Results are widely recognised and accepted as a basis for further education by the IB, but this does not imply that any institution or appropriate authority in a nation will recognise them. Therefore, the only obligation for confirming whether the MYP Certificate or MYP Course Results are recognised and accepted rests with the candidates and their legal guardians.

Plans for inclusive assessments are altered or subject to additional requirements when a candidate has needs related to assessment access. These are intended to help the candidate more fairly demonstrate their level of accomplishment, not to compensate for any skill deficiencies. According to "*General regulations: Middle Years Programme*" pages 10–11 and "Candidates with assessment access requirements (Middle Years Programme)," ESAK will use the IB MYP learning aid guidelines for online tests.

## **Policy Alignment**

ESAK MYP assessment philosophy and policy align with school values and other policies as outlined below. In all of these policies and procedures, the student is central.

### **The IB Learner**

Profile states that students are reflective, meaning they analyze their own strengths and weaknesses through formative self, peer and teacher, as well as the formal summative assessment for success.

## **ESAK mission statement**

ESAK is a school offering an education open to all, while respecting everyone's convictions. Its ambition is therefore to:

- Welcome children and young people from all backgrounds and origins, representing the diverse cultural identities of the region, to enable them to experience their learning process together;
- Offer a pathway to self-fulfillment and learning of human and academic skills, with a holistic approach, catering for the body, brain and heart - from 3 to 18.
- Offer everyone an all-round education - intellectual, cultural, artistic, technical and physical health;
- To promote the school as a 'living environment in which every child and adult feels welcomed, recognized and valued.

## **ESAK MYP Academic [Honesty Policy](#)**

### **Policy review**

Policies will be reviewed at the beginning of each school academic year by the respective Programme teachers. A review process, including student and parent representatives, will be conducted every three years.

### **Appendixes**

Standardization Form:

<https://docs.google.com/document/d/1D8V70m7zAVoaTwYi0q6KWkp9j-dXxL2zvIMw9Du25I/edit?usp=sharing>

## References

Assessment principles and practices—Quality assessments in a digital age: International Baccalaureate Organization, 2019. <https://resources.ibo.org/data/assessment-principles-and-practices-quality-assessments-in-a-bc11f975-b95e-46f8-9537-af018c1f0912/assessment-principles-and-practices-quality-assessments-in-a-en-57a3acb8-66c6-49ba-b651-b329ccce995d.pdf>

Candidates with assessment access requirements: (Middle Years Programme). International Baccalaureate Organization, 2015. [https://drive.google.com/file/d/1g6hUx-fhJH5y3PZYEPzoUm\\_YX78XQoY-/view?usp=share\\_link](https://drive.google.com/file/d/1g6hUx-fhJH5y3PZYEPzoUm_YX78XQoY-/view?usp=share_link)

General regulations: Middle Years Programme. International Baccalaureate Organization, April 2014. [https://resources.ibo.org//data/m\\_0\\_mypxx\\_reg\\_1404\\_4g\\_e.pdf](https://resources.ibo.org//data/m_0_mypxx_reg_1404_4g_e.pdf)

ESAK: MYP Academic Honesty Policy. Developed October 2024. [https://docs.google.com/document/d/1AqcN\\_Y3Qt6MDZcrS1mm2MmLy2zJE0296I\\_u4xliV4Bs/edit?usp=drive\\_link](https://docs.google.com/document/d/1AqcN_Y3Qt6MDZcrS1mm2MmLy2zJE0296I_u4xliV4Bs/edit?usp=drive_link)

MYP: From Principles into Practice. International Baccalaureate Organization, Updated 2022. <https://resources.ibo.org/myp/resource/11162-32896/?>