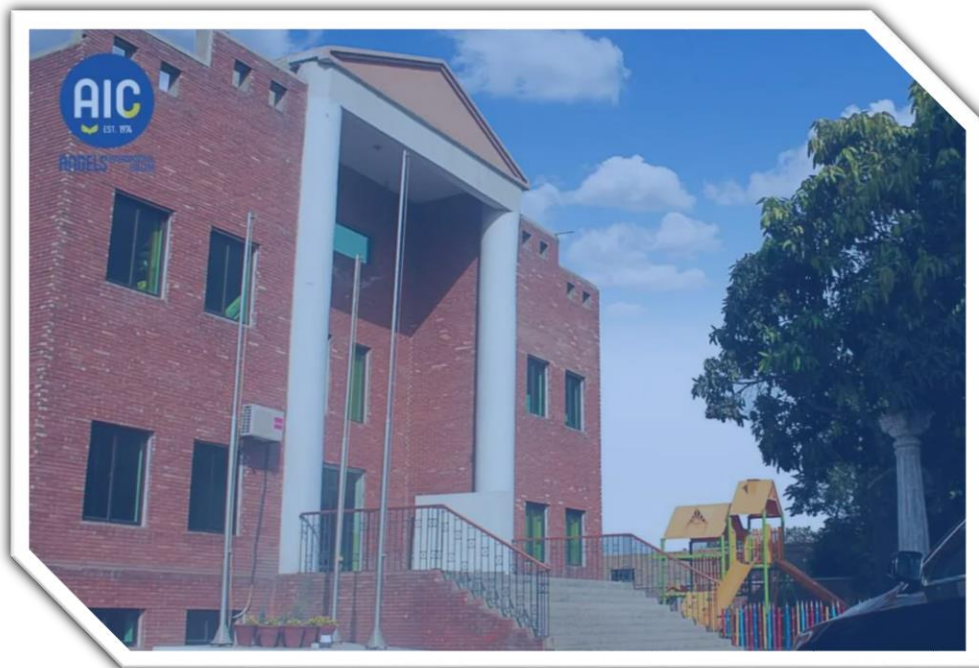




Assessment Policy

Angels International College

IB World



1. Angels International College Mission Statement

AIC aspires to a globally connected learning environment that fosters high standards for quality education through ongoing collaboration. The institution aims to develop learners having well developed critical thinking and affective skills grooming them as lifelong learners. We intend to develop world citizens by applying principled and differentiated approach, equipping learners to cope with national and international contexts. We strive to develop world citizens who help to create a more peaceful world through community action, intercultural understanding, and respect for all life

IB 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 organisation works with schools, governments, and international organisations 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.

Purpose of Assessment

AIC is an authorised IB continuum school, offering the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP). Assessment is an integral part of our school's curriculum alongside the strategies and methodologies used in teaching. It is a means of measuring student achievement and informs decisions made by teachers and learners regardless of what is to be learned and how it is to be learned. It, therefore, denotes a complex series of processes, some fundamental characteristics of which are described below.

Characteristics of effective assessment

Collaborative

Meaningful dialogues between teachers, learners, and parents concerning planning, reflecting upon, supporting and reporting on assessment procedures that take place at any point in the teaching and learning cycle and involve a variety of exchanges between a variety of participants.

Authentic

Learners engage in real world tasks, which demonstrate a meaningful, effective and creative application of essential knowledge and skills.

Personalised

Tasks and the assessment are negotiated, differentiated, self-directed, cooperative and allow choice. A personalised approach to assessment provides a range of learning opportunities that are matched to learners' needs, interests and aspirations. It capitalizes on their strengths and needs by providing positive learning experiences to secure their success.

Throughout the curriculum and instructional process assessments should:

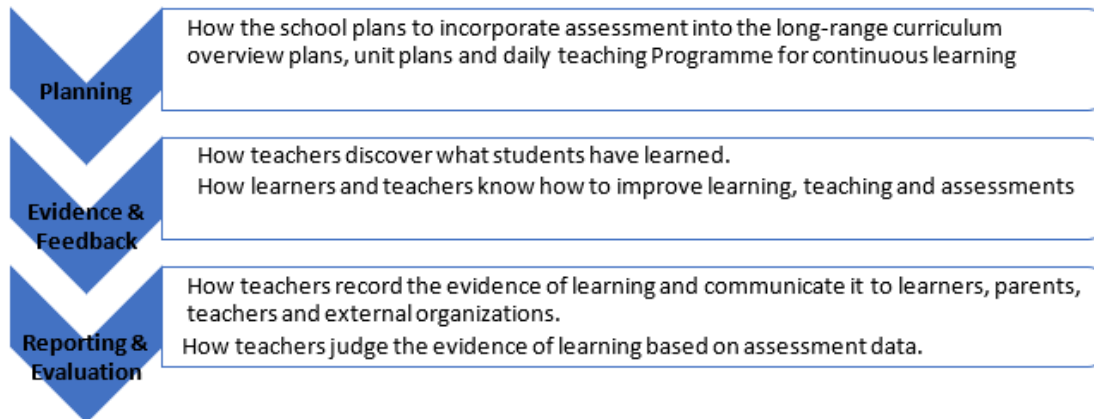
- Promote positive attitudes
- Encourage the pursuit of excellence and contribute to the success of student learning, recognizing achievement and enhancing self-awareness
- Account for a variety of learning styles
- Be differentiated to account for the diverse backgrounds of learners
- Provide a wide variety of different assessment opportunities, and to be relevant and motivating to learners
- Be criteria-related using published, agreed, learning objectives mandated by the IB and made clear to learners by teachers before tasks begin
- Measure what learners understand, what they can do, and what they know.
- Be both formative (to assist learners in building understanding, skills and knowledge) and summative (to assess learners' acquired understanding, skills and knowledge)
- Be on-going and reflective
- Allow learners to evaluate their progress and set targets for improvement
- Allow the school to evaluate the measure of success in meeting specific learning objectives
- Be internally standardised both at departmental and grade level, and between the

Secondary and Primary School, to ensure consistency

- Be geared toward appraisal of a broad range of concepts, attitudes, knowledge and skills appropriate to an international and increasingly complex world

Important phases in achieving the aims of assessment

Assessments play a vital role in the learning cycle and for effective outcome; the process is structured into three main phases:



For detailed understanding following is the elaborated explanation of each phase:

1. Planning:

Designed assessments should be well aligned with designed scope and sequence, unit plans and important principles of international education as prescribed by the IB. This helps in developing diagnostic, formative and summative assessments as authentic, essential, rich, engaging and feasible. Students are expected to contribute to the process. Good assessment practice requires the teacher to build assessment from the earliest stages of curriculum planning establishing linkages of assessment tasks to the taught curriculum as learning outcome. The quality of any assessment depends first and foremost on the clarity and appropriateness of the purpose.

2. Evidence and Feedback

Assessment should be seen as a process that occurs throughout the learning process. To that end, assessing students' prior knowledge and experiences are vital to determine where to begin the journey of learning. At various points in this journey, assessment helps keep track of where the learners are and how teachers need to adjust to ensure learners reach the intended learning

outcomes.

Information about student learning should be obtained from a variety of measures including (but not exclusively):

- formative and summative assessments
- comparisons of work against explicit rubrics and exemplars
- measures of work against external benchmarks and internal targets
- reviews of external assessment results

Additionally, it is worth considering how learners can be involved in:

- designing assessment task/s and task-specific descriptors/rubrics
- peer review
- redrafting of submitted work in response to feedback

All of the above enables learners to learn through the assessment process.

Learners should be given feedback in relation to specified learning outcome/s along with guidelines on how to achieve the outcome/s. It should be ensured that verbal or written feedback is given on the work submitted as well as during the process of achieving this and should also be shared in a timely manner.

3. Recording, Reporting and Evaluation:

Good record-keeping is vital for building a clear profile of student understanding. Whether done electronically or otherwise, recording offers evidence about the strengths and weaknesses of the individual student. However, it is not enough for this information to remain with the teacher, this information has to be shared if it is to effect change.

The three major stakeholders are teachers, students and parents. Keeping parents up to date is vital to maintain progress and, when needed- intervening to support the child's progress. Reporting performs this key function, providing parents and learners with an up-to-date outline of their performance in relation to learning outcomes and identifying where their strengths and weaknesses lie. To this end, reporting is seen to be the formal component of the feedback process. Effective reporting provides positive motivation and reinforcement for learners who strive to reach their personal best and supports continuity and progression throughout the school.

Analysis of the data from reporting can reveal trends in student performance that can be followed up on. When picked up quickly, this encourages learners to adapt their learning

behaviors to more effective ones. Engaging learners in a reflection on their learning or performance can help them to set meaningful goals to support their own progress.

Assessment should not only be used to assess the student but also to assess the curriculum. The same measures indicated above can be used to assess overall student performance in relation to either the specified learning outcomes of the programme, or between other groupings (both internally and externally). When such comparisons are positive, this can be used as evidence of the effectiveness of the teaching methodology in terms of student progress. When these are not as good as expected, it provides opportunities to review the curriculum and instructional practice accordingly. Clearly, the evaluation of performance brings in a level of accountability from all stakeholders - teachers, learners and parents. It is important at AIC that this is done in a supportive manner for all involved. Each term ends with a comprehensive review of the taught curriculum docs using reflective notes.

Assessment at AIC

Assessment for Learning	Assessment of Learning	Assessment as Learning
Diagnostics Formatives	Unit Summative/s End of term Summative Internal Assessments External Assessments	Self-assessment Peer Assessment Trial/Mock Exams

Assessment and Reporting in the PYP, MYP and DP

As part of a learning continuum the three Programmes (PYP, MYP and DP) share commonalities in what they assess and how they assess. Throughout the school, feedback is provided on the attributes of the IB Learner profile. This profile serves to increase the student's awareness of and sensitivity to, the experiences of others beyond the local and national community.

While developing assessments, approaches to learning are given due consideration. ATL skills help students in their process of learning to become confident, independent and self-directed lifelong learners. AIC teachers should teach skills explicitly, and students should have structured opportunities to practice.

Additionally, all three programmes are driven by the desire to measure a student's conceptual understanding and not merely their ability to learn the content. This is reflected in the manner that units are planned recognizing the central questions of inquiry that are to be addressed in the unit. All three programmes have slightly different approaches to assessment and how it is reported.

Assessment and Reporting in Primary Years Programme

In the PYP, it is believed that student learning is best done when it is authentic (i.e., relevant to the “real” world) and transdisciplinary (i.e., where learning is not confined within the boundaries of traditional subject areas but is supported and enriched by them).

Types of Assessments

Diagnostic/ Pre-assessment

It occurs before embarking on new learning to uncover prior knowledge and experiences.

Formative Assessment

Formative assessment is woven into the daily learning process. It provides teachers and learners with information about how the learning is developing. It helps the teacher to plan the next stage of learning.

Summative Assessment

Summative assessment occurs at the end of a teaching and learning cycle. Learners are given the opportunity to demonstrate what they have learned by applying their conceptual knowledge in new and authentic contexts.

The Exhibition as Summative Assessment –PYP V:

The Exhibition is the culminating experience for the IB Primary Years Programme. It requires learners to synthesize their prior knowledge and to apply it in a self-directed manner.

The exhibition provides an authentic summative assessment for the PYP years. The subject of the exhibition is a student-selected, real-world problem that warrants an extended investigation. It is a celebration which unites learners, teachers, and families in an activity that represents the essence of PYP.

At AIC exhibition is undertaken by PYP V learners. The exhibition represents a significant event in the life of PYP graduates encapsulating the essence of the PYP and encouraging younger

learners to look forward to their final year of the programme and their future participation in the community at large.

Essential Components:

- Incorporates the application of all key questions
- Uses all the trans-disciplinary skills
- Demonstration of attitudes and attributes
- Engaged in an action plan
- Application of six PYP themes

Assessment Strategies

Assessment strategies form the basis of a comprehensive approach and represent AIC's answer to the question, "How will we know what we have learned?" These methods of assessment include a broad range of approaches and have been selected to provide a balanced view of the student's performance.

Observations: All learners are observed regularly with a focus on the individual, the group, and/or the whole class.

Performance Assessments: Learners are presented with a task that represents the kind of challenges that adults face in the world beyond the classroom. It requires using a repertoire of knowledge and skills to accomplish a goal or solve an open-ended problem.

In addition, it entails the thoughtful application of knowledge rather than recalling facts. It has identified purpose or audience, involving realistic scenario/s, with criteria developed by learners and teachers. The outcome focuses on presenting an authentic product or performance.

Transdisciplinary Skills Assessments (research, thinking, communication, self-management and social skills): The focus is on the process and skill application rather than on the product. These skills are regularly observed in real contexts using checklists, narrative notes, and inventories.

Open-Ended Assessments: Learners are presented with a challenge and asked to provide an original response.

Tests/Quizzes: These single-occasion assessments provide a snapshot of learners' grasped knowledge and understanding.

Assessment Tools

The assessment strategies are put into practice using different tools that include:

- Anecdotal records

- Rubrics
- Checklists
- Exemplars
- Continuum

Reporting/ Feedback:

AIC reports learners' performance on formative and summative assessment on an ongoing basis.

For effective reporting AIC PYP team:

- Involves parents, learners, and teachers as partners in a fair and credible manner
- Reflects what the school community values
- Allows teachers to incorporate what they learn during the reporting process into their future teaching and assessment practice.

The following structures are used for sharing learners' performance:

- Teacher-student conference
- Teacher-parent conference
- Student-led conferences.
- Three-way conferences (Parent-Student-Teacher)
- The written report

The Annual Calendar includes also other opportunities for all stakeholders to collaborate for productive outcomes for example parents as observers, team teachers, and guest speakers.

Awareness sessions for various purposes, coffee sessions, etc.

- Portfolios are used as a purposeful collection of a student's work to be recorded as the demonstration of learning engagements and assessments.
- In addition, as a cumulative collection of student work that would travel with the student from PYP Pre-Nursery to PYP V. These portfolios are housed in the learners' classrooms and accessible to them and their parents at any time during the school year. Portfolios are learners' possession and goes with them upon leaving or graduating from the programme

Assessment and Reporting in Middle Years Programme

The MYP emphasizes intellectual challenge, encouraging learners to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for

communication, intercultural understanding and global engagement - essential qualities for young people who are becoming global leaders. It builds upon the concepts, skills and attitudes developed in the IB Primary Years Programme (PYP) and prepares learners to meet the academic challenges of the IB Diploma Programme (DP). AIC makes use of the following methods to assess learners in MYP:

Diagnostic and Formative Assessments:

A range of assessments are used before and during a unit of work to assess prior knowledge and ongoing understanding. This is then used to inform teachers' planning and teaching and allows reflection on the strategies used. Formative assessment allows learners to reflect on their learning. They can see what they can do and where to go next. This creates opportunities for learners to set individual targets for themselves and each other. Formative assessments take place throughout a unit and students receive feedback from peers and teachers. Teachers provide feedback on tasks submitted to ensure student growth.

Summative Assessments

Summative assessment/s occur at the end of a teaching and learning cycle. Learners are given the opportunity to demonstrate what they have learned by applying their conceptual knowledge in new and authentic contexts.

Assessment Criteria and levels of achievement in MYP

Assessment in the MYP is criterion-referenced, measuring attainment against specified criteria rather than against other individuals in the class. All assessment criteria are subject specific. For each assessment-criterion, a number of band descriptors are defined in the form of rubrics/descriptors. The band descriptions used are subject specific and are set by the IB. These describe a range of achievement levels with the lowest level represented as 1 and the highest as 8. Level 0 is awarded for work that is not described by the band descriptors for levels 1 and 2.

At AIC, task-specific band descriptions are developed collaboratively in student-friendly language; considering IB prescribed and latest published assessment criteria and subject-specific criterion referenced level descriptors. Please refer to "MYP from Principles into Practice" and IBMYP latest published subject guides for complete list of descriptors and subject-specific criteria and descriptors respectively.

Data from formative tasks and summative task/s is used to determine a student's final grades. An overall grade from 1-7 is given for each subject through the MYP 'best fit judgment' approach;

being the lowest and 7 the highest. For each subject, all of the strands in each assessment criteria must be assessed at least twice during each academic year.

Students are also evaluated on the development of their approaches to learning skills and participation in service learning and efforts.

MYP onscreen external e-assessments

At AIC all students in their final year take external assessments in the form of on-screen examinations in May to demonstrate their skills and knowledge across the following subject groups:

- Language and literature
- Language acquisition
- Individuals and societies
- Sciences
- Mathematics
- Interdisciplinary learning

e-Portfolios (coursework) in:

- MYP personal project
- Design

To achieve broader learning goals and outcomes, students also participate in service as action. Students on meeting success criteria (i.e., a total of at least 28 points, with a grade of '3' or higher in each e-assessment component for on-screen exams) earn a formal, internationally-recognised IB MYP certificate. The maximum total points for the IB MYP certificate are 56 points, with a grade from 1-7 assigned to each eAssessment required component. For students who complete more than one eAssessment for each required/selected subject group, the highest available grade for that requirement contributes to the certificate total.

National requirements

Besides MYP subject requirements for IB MYP certificate, the students of MYP V also take up CAIE exams for Pakistan Studies, and Islamiyat in order to meet national requirements.

Internal School Deadlines

Students must meet deadlines for all work both short-term and long-term over the course of the MYP Programme. These deadlines are carefully planned by the MYP Team in order to help learners keep balance and distribute their workload. The deadlines are also planned considering

the official IB deadlines for assessment components.

School deadlines are obligatory and inflexible - learners who fail to meet the deadline have an extension at the discretion of the teacher, failing this is a no mark in that particular criterion. If a student has planned absence due to acceptable genuine reasons the given task must be handed in before the availed leave within the time frame of the set deadline.

Recording and Reporting in MYP

Teacher feedback and achievement levels on student formative and summative assessments, personal project and e-portfolio coursework, ATL skills evaluations and Service Learning are recorded and filed. Feedbacks are stored as determined by each subject teacher and homeroom advisor, as appropriate.

Student work may be found on both physical and virtual platforms including, but not limited to:

- Portfolios
- Notebooks
- Google classrooms
- Other digital platforms

Learners Progress data is maintained electronically using google sheets on an ongoing basis for all subjects. This data provides an indication of students' efforts and development of subject criterion-referenced skill development. Teachers share achievement levels on assessed formative tasks and summative assessments.

MYP Mid-Year and End-of-Year Progress Reports are presented in January and June, respectively. All subject groups report best-fit judgment grade in relation to an evaluation of each of the assessment criteria. In the reports, teachers also indicate student effort and development of ATL skills.

Parent-Teacher Conferences: These are held four times each academic year; where teachers offer learning outcomes feedback to parents. Parents are also invited to arrange meetings with teachers individually between the formal parent/teacher conferences.

Student-Led Conferences -Students present their work and reflect on their progress and achievements in a conference with their parents. This reporting method develops student confidence and agency in response to their learning. Through the conference, students deepen their understanding of the core elements of the MYP, enhance their communication skills, reflect upon and set goals for their learning.

Along with this AIC MYP Activity Calendar includes other opportunities for all stakeholders to collaborate for productive learning outcomes for example parents are invited as observers, team teachers, participants and guest speakers. Parents/guardians are also invited for orientation, coffee and awareness sessions for various purposes.

Assessment and Reporting in the Diploma Programme

The IB Diploma (DP) spans the last two years of a child's education at the school. It represents the culmination of the child's education and is the stepping-off point to the world of work, training or further studies. The IB learner profile is the heart of the educational plans at AIC and there is an awareness of the approaches to teaching (ATT) and learning (ATL). Teachers are mindful of the need not just to cover content through conceptual teaching but also attentive to the ethos of preparing individuals to interact at the global level with international-mindedness and the sense of active participation with a global focus.

Types of Assessments:

The AIC DP assessment policy aims to fulfill the objectives of supporting curricular goals and encouraging appropriate student learning. Assessments are based upon the course aims and objectives ensuring effective teaching for all formal assessment requirements.

The Diploma Programme uses formative and summative assessments providing effective feedback and allowing learners to increase knowledge as evidence of positive, value-added learning progression.

External Assessment:

Learners at AIC take three higher level and three standard level subjects from available subject group options and also meet the requirement of the essential core curriculum components; Community, Action and Service (CAS), Theory of Knowledge (TOK), and extended essay. Assessments at AIC are designed and assessed according to the overarching guidelines for internal and external assessments framework. At AIC teachers are cognizant of the move towards conceptual planning and learning that impacts students' deeper understanding. AIC DP learners appear in the External written IB DP examination as per the schedule published by the IB.

Internal Assessment

All subjects also have an internally assessed component (which is moderated externally by the IB). This component contributes to the final grade awarded in each subject; the nature of the varies from subject to subject. Examples include: oral examinations in Groups 1 and 2; research investigations in Group 3 and 5; and experiments in Group 4.

Throughout the two-year programme, subject-based learning is regularly monitored using a broad range of IB Diploma-style assessments. The results of these assessments are used to help inform teachers, learners and parents as to progress being made and are used in determining report grades, in line with the IB scale of 1 to 7.

Internal Deadlines:

Learners are required to meet internal deadlines over the two years of IB Diploma. These deadlines are of both, short and long-term nature and carefully planned by the coordinators, students and teachers in order to help learners and teachers manage their workload. These deadlines are also set considering the official IB deadlines for several components.

Recording and Reporting in DP

The academic year is divided into two terms, and each is followed by a 'summative' end of term examination.

Learners' Progress data is maintained electronically using google sheets on an ongoing basis for all subjects. This data provides an indication of students' efforts and progress in different subjects. Teachers share achievement levels on completed formative tasks and summative assessments

DP I Mid-Year and End-of-Year Reports- At the beginning of each academic year, an assessment timeline is shared with teachers, students and parents. DP-I students are assessed in the mid-year and end-of-year examinations. Assessment reports are discussed and handed out during parent-teacher meetings after each examination. Parents are kept informed on academic progress of students, syllabus coverage and assessment requirements through meetings and/or sessions organised by the school.

DP II Mid-Year and End-of-Year Reports- A timeline is shared with DP students at the start of the academic year. Students are assessed in the mid-year examinations, mocks, and IB final examinations. Assessment reports are discussed and handed out during parent-teacher meetings after each of the mentioned internal examinations. Parents are kept up-to-date with syllabus coverage, assessment requirements and academic progress of students through one-

on-one meetings and/or sessions organised by the school.

Parent-Teacher Conferences- These are held four times each academic year; where teachers offer learning outcomes feedback to parents. Parents are also invited to arrange meetings with teachers individually between the formal parent/teacher conferences.

Student Led Conferences- Students present their work and reflect on their progress and achievements in a conference with their parents. This reporting method develops student confidence and agency in response to their learning. Through the conference, students deepen their understanding of the core elements of the DP, enhance their communication skills, reflect upon and set goals for their learning.

Along with this AIC MYP Activity Calendar includes other opportunities for all stakeholders to collaborate for productive learning outcomes for example parents are invited as observers, team teachers, participants and guest speakers. Parents/guardians are also invited for orientation, coffee and awareness sessions for various purposes.

Awarding the Diploma

All IB Diploma courses' grades are awarded through a combination of internally and externally assessed work. The individual IBDP Subject Guides should be referred to for specific requirements. However, the majority of assessment comes in the form of externally assessed written examinations. Performance in each subject is graded on a scale of 1 point (minimum) to 7 points (maximum). A maximum of 3 points is awarded for combined performance in Theory of Knowledge and the Extended Essay. Hence, the maximum total Diploma Programme points score is 45. All assessment components for each of the six subjects, as well as the three core components (Extended Essay, Theory of Knowledge and Creativity-Action-Service) must be completed in order to qualify for the award of the IB Diploma.

A candidate is normally eligible for a grade only if work has been submitted for all components of the subject. When a candidate fails to attend an examination, or submit work for any other component in a subject, no grade 'N' is normally awarded. If a candidate is ill shortly before an internal school deadline for the submission of work, such as the extended essay or an internal assessment requirement, the DP Coordinator must be informed immediately.

Role of Peer and Self -Assessment At AIC:

At AIC, students are encouraged to individually assess each other's contributions using a predetermined list of criteria. Peer-assessed work is then further reviewed and moderated by the teacher. The purpose is to enable learners to assess each other's work while learning from the process. Self-assessment is also encouraged at AIC across all three programmes to support development of student meta-cognitive abilities in order to lead to a better understanding of their own learning and how to improve it. Assessment as Learning relies on student-centered learning pedagogies integrating self-assessment and peer assessment strategies. Self-assessment encompasses written (e.g. responses on a reflective worksheet; checklists; entry or exit cards) or visual (e.g., thumbs up/down; traffic lights) or dialogic (e.g., students unpacking their understanding of the assessment task/criteria with peers) techniques within the classroom. Students often use rubrics to self-monitor their progress on an assessment task, whether they are formative or summative.

The main aims of self and peer assessment are to:

- increase student responsibility and autonomy
- strive for a more advanced and deeper understanding of the subject matter, skills and processes
- lift the role and status of the student from passive learner to active learner and assessor (this also encourages a deeper approach to learning)
- involve students in critical reflection
- develop in students a better understanding of their own subjectivity and judgement

Students need to be assisted to develop criteria that match the learning outcomes with regard to the output and process of the group work. If assessment criteria for each element are set up and clearly communicated, the teachers' role also changes to one of facilitator.

Predicted Grades

For MYP and DP students, applying to international and national university undergraduate programmes, forecasted grades are generated. These grades are based on students' performance during the course of their programme of study.

In addition to the students appearing in external exams, grades are also predicted at the end of each year of study by the respective subject teachers. Vertical and horizontal collaboration

meetings are conducted amongst different grade levels to share the findings and develop a way forward.

Moderation of Internal Assessments:

Internally assessed work must be marked in accordance with the assessment criteria stated in the specification and any guidance in subject-specific instructions for the conduct of examinations. At AIC, assessments are moderated as per the required standards through a transparent mechanism. Assessors are assigned to moderate the marked assessments.

Internal assessors annotate the work to show how the marks have been awarded in relation to the marking criteria defined in the specification. This annotation is provided either in a summary on a cover sheet or by annotating the margin or text to flag up evidence, or a combination of both.

The moderator's input as to how marks have been awarded should:

- be clear and unambiguous
- be appropriate to the nature and form of the coursework
- facilitate the standardisation of marking
- enable the moderator to check that the assessment criteria have been applied in the marking

The Moderation Process	
Step 1	Internal exams across PYP-IV to DP are internally moderated. Moderators are chosen and marked assessments are exchanged based on a decided pattern.
Step 2	The moderators assess the marking as per the provided standardised sample. The feedback is documented and shared with the actual assessors.
Step 3	Changes are recorded with due evidence provided.

Standardisation of Assessments:

The overarching goal of standardisation is to be sure students are fairly and consistently assessed in academic and community-based contexts.

During professional development or collaborative sessions, the teachers collect samples of assessed student work, unit objectives, sample tasks, and lists of task types to drive the process of standardisation. A minimum of two samples from each grade level should be brought to the table each semester. Discussions of how the other teacher would have assessed the work should be documented with notes, or marked on rubrics for record keeping and future use. Standardisation is carried out across a continuum where a department has two or more teachers. Where there is a single teacher in that subject, a teacher from another subject area volunteers to share tasks for standardisation.

Agreement with other Policies - Language and Admission

All internal school assessments are designed keeping the learning objectives in mind. The objective of these assessments is to ensure that the student gets the most benefit.

Language plays an important role in the success of IB students. AIC keeps maintaining high standards of the language of instruction within classrooms. While language learning follows different stages, students' linguistic growth varies greatly from individual to individual. At AIC teachers evaluate these language strands (reading, writing, listening, and speaking), repeatedly while using scaffolding or extension. Both formative and summative assessments are used for evidence of language growth.

As a part of the admission process the child may be evaluated through an age-appropriate written assessment before admission is granted and/or grade level is decided. In the Early Years, basic communication skills are evaluated as students entering in PYP Programme are required to have acceptable competency in English which is the language of instruction. Students entering MYP and DP programmes must have generally acceptable competency in English to benefit from offered academic programs.

Assessment Integrity and Inclusion

At AIC Academic integrity is emphasised with authentic summative and formative assessment task/s, Internal assessments and e-portfolio coursework and related task/s. Students are taught the importance of academic honesty through subject-specific guidance, inviting guest speakers and training sessions. Expectations for referencing and citations are set for each year level. If a

student is found plagiarizing within a task, depending on the year level the student will have a conversation with the teacher and be asked to redo the assignment. Similarly, when internal and external assessment components are submitted to the IB, the subject teacher/supervisor/coordinator must authenticate the student's work. This can be done only if the teacher/supervisor/coordinator sees ongoing progress of the work in lessons during the academic sessions. Therefore, it is mandatory that students show stages/reflections of their work during the school year and do not submit the final product only. In case of non-authentication, the work will not be submitted to IB.

All students regardless of their learning ability status are expected to participate in daily teaching and learning engagements to the best of their ability. Adjustments and modifications will be applied to assessment tasks based on SEN/FEN review meetings supported through HOS office involving all stakeholders. The IB Middle Years and Diploma Programme have well-established set of rules and guidance for access to IB assessments; including the list of inclusive access arrangements, eligibility criteria etc. In cases of students with special educational needs, the respective coordinator will make necessary arrangements to ensure access of these students to the Programme assessment according to the inclusion policy shared by IBO.

Communication and Review of The Policy

At the beginning of each academic year, the assessment policy will be communicated to students, teachers and parents. The school management will ensure that all stakeholders receive a soft/hard copy of the assessment policy. School management will also ensure that policy is discussed frequently with teachers, students and parents in collaborations and orientation sessions conducted by the school. This policy will be reviewed based on the feedback of stakeholders and need for amendments in order to reflect any changes in the IB rules, regulations and policies related to the internal or external assessments, or depending on the school's ongoing self-assessment procedure.

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