

# Assessment Policy

Amended February 15, 2024

*This policy outlines the whole school assessment practices at Global Jaya School.*

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## 1. Philosophy

Assessment practices and processes at Global Jaya School are an opportunity for students to demonstrate the process, progress and achievement. It is also an opportunity for teachers to evaluate students' progress in terms of their knowledge, skills and understanding.

Assessment aligns with the school's mission and vision by allowing students to demonstrate a broad range of conceptual understandings and skills and further develop critical thinking and problem-solving abilities.

Assessment should also adhere to the school's academic integrity guidelines as outlined in the GJS [Academic Integrity Policy](#).

## 2. Rationale

Assessment in Global Jaya School is developed through “assessment for learning” to emphasise the process of learning and teaching for both students and teachers. It is also developed through “assessment of learning” as a way to evaluate students' progress in their knowledge, skills and understanding. “Assessment as learning” is conducted throughout the learning process to support students in becoming self-regulated lifelong learners.

## 3. Roles and responsibilities

Faculty and staff collaborate with their respective departments/year levels to gather, analyse, design, reflect and act on evidence of students' learning to inform teaching and learning.

Students actively reflect and self-assess their learning, acting on feedback from teachers and peers to inform their next steps in learning.

Parents and caregivers should receive reports on students' learning and progress and be free to contact teachers regarding their child/ren's progress. They should be informed about decisions taken to support their child/ren and form a partnership with teachers to ensure the support outlined is successfully implemented.

## 4. Definition of terms

**Assessment for learning:** An approach to assessment that focuses on all those activities undertaken by teachers and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. This feedback is then used to improve students' performance.

**Assessment of learning:** An approach to assessment carried out at the end of a course or unit of study to provide evidence of student achievements, such as determining the level of performance by allocating a letter or numerical grade.

**Assessment as learning:** Assessment promotes learning by helping students to take responsibility while developing enthusiasm and motivation for their learning. By encouraging students to actively design, manage and measure their own learning, they develop the skills to use assessments to self-assess, reflect on and make adjustments in future learning.

**Formative Assessment:** Based on “assessment for learning”, is, therefore, a tool or process that teachers can use to improve student learning.

Feedback is given in a variety of forms to enhance students’ learning and understanding. It also acts as a teacher’s reflection regarding how lessons are designed, re-designed, and adjusted to suit the student’s needs.

**Summative Assessment:** Based on “assessment of learning”, is conducted to measure students’ overall understanding of knowledge, skills and understanding. It usually occurs at the end of a learning phase.

**Diagnostic Assessment:** A diagnostic assessment is conducted to assess the student’s knowledge, skills, and understanding within a certain time frame. An assessment conducted at the beginning of the year would inform teachers of students’ prior knowledge. An assessment conducted in the middle and end of the year would inform teachers of students’ progress.

**Internal Assessment:** Individual assessment evaluated by the subject teacher with a list of criteria and is focused on some subject-related work. The format of the assessment is determined by the IB, and alongside the criteria, samples of the student’s work (oral performances, portfolios, lab reports, and essays) are also submitted to the IB for moderation.

**Moderation:** The procedure by which a sample of teacher-assessed totals for internal assessments are reviewed externally and adjusted to ensure agreed interpretations of the IB assessment criteria.

**External Assessment:** Written IB exams taken by the student at the end of a Diploma Programme course in their second year of the Diploma Programme

**Standardisation:** A collaborative process between teachers that takes place to ensure that the grading process is uniform and shares a consistent interpretation of the criteria of the IB MYP and DP.

**Predicted Grade:** A predicted grade is the teacher’s approximation of the grade a student is expected to achieve in the subject, based on all evidence of the student’s work and in reference to the Diploma Programme grade descriptors.

## 5. Aims

In Global Jaya School, the aims of assessments are:

- To give meaningful feedback to the students and other stakeholders to further improve their learning.
- To provide a focus for the learning process that the students are conducting.
- To inform parents, teachers, and students of students’ learning progress and achievements.

## 6. National Requirements

According to the Indonesian Government Ministry of Education regulation, all schools in Indonesia must participate in a nationwide assessment programme called "Asesmen Nasional (National Assessment)". This programme is to measure learner

competency, the quality of teaching and learning, and the quality of the school's management. The programme consists of:

- Minimum Competency Assessment (AKM): Measuring cognitive performance with a focus on reading and numeracy literacy.
  - Students from PYP Year 5, MYP Year 8 and DP Year 11 will be randomly selected and participate in this assessment
- Character Survey (SK): Measuring the attitudes, habits, and values as non-cognitive learning outcomes
- Learning Environment Survey (SLB): Measuring the quality of learning and the school climate that supports learning
  - Students, teachers and principals will participate in this survey

The overall assessment and survey are conducted to assess the school's performance against the national standard, and they will not assess individual students.

The implementation of Kurikulum Merdeka within the school allows the IB programme framework to be merged and accepted as part of the school's whole-wide assessment. Additional subjects that would need to be assessed within the scope of the national curriculum are Pendidikan Pancasila for all Indonesian passport holders and Indonesian studies for all foreign passport holders.

## 7. Effective Assessment

Assessment is effective when:

- Assessment Objectives/Learning Outcomes are delivered explicitly and clearly to the students at the beginning of their learning process as part of their learning goals.
- Assessments are scaffolded within the learning process and are integrated into tasks and activities.
- Data collected from student assessments will guide teachers in creating adjustments in teaching and learning.
- Assessment feedback is given in a timely manner in accordance with the feedback section of this policy.

## 8. Assessment format

Global Jaya School uses a combination of both **formative** and **summative assessments**. Teachers also use a variety of **diagnostic assessments** to determine the student's knowledge, skills and understanding within a specified time frame.

Type of assessment	Format
Formative Assessment	Guided peer/self-assessment activities, rubrics/Task Specific Clarifications (TSC), quizzes, open-ended questions, outlines/plans of projects/papers, drafts, progress charts, star-charts, discussions/Socratic seminars, observation, journals, presentations, guided reflections, exit tickets/polls, scaffolded questions, <a href="#">ATL activities</a> .
Summative Assessment	written tasks, projects, formal reflections, exams, tests, prescribed IB assessments, portfolios, performance-based assessments like oral tasks, experiments, presentations, etc.
Diagnostic Assessment	iReady, Cat4, Bahasa Indonesia Diagnostic

## 9. Feedback

Feedback is one of the tools for teachers and students to improve their teaching and learning. It should also be embedded in the planning of a unit.

Feedback is given in a variety of forms with the goal of enhancing students' learning and understanding. It also acts as teacher reflection in regards to how lessons are designed and redesigned, how teaching is adjusted and re-designed, and how teaching is adjusted to suit the student's needs.

## 10. Implementation of Assessment

### 10.1 Formative Assessment

Based on "assessment for learning", act as a monitor where both students and teachers are involved in the teaching and learning progress in the tasks and activities given.

PYP:

- Formative assessments are set within the Unit of Inquiry. They are set in a regular manner, depending on the nature of the Unit of Inquiry.
- Formative Assessments include the students' prior knowledge at the beginning of the Unit of Inquiry.
- Formative assessment may include more than one subject/discipline -- transdisciplinary.
- The teachers create Formative assessment criteria, referring to the Scope and Sequence.
- Students can be included in the designing of the assessments.

MYP and DP:

- Formative assessments are conducted throughout various stages of the unit.
- Formative assessments are often based on the learning objectives given to the students as part of their learning goals.
- Formative assessments are part of the lessons' scaffolding
- Formative assessments can lead to the summative assessment or parts of skill practice needed for the summative assessment
- Formative assessment is an opportunity for feedback and reflection.

### **10.2 Summative Assessment**

Based on "assessment of learning", summative assessments are conducted to measure students' overall understanding of concepts, skills and knowledge.

PYP:

- Summative assessments are the final assessment to confirm students' understanding of what they have learned.
- Summative assessments may include more than one subject/discipline based on the transdisciplinary nature of PYP.
- The teachers create Summative assessments, referring to the Scope and Sequence.
- Students can be included in the designing of the assessments.
- Summative assessment is used to confirm where students are in terms of meeting the expectations (Learning Outcome)
  - Teachers design the Learning Outcomes based on the school's Scope and Sequence
  - Teachers may modify the Learning Outcomes based on student's level of understanding

MYP:

- Summative assessments in the MYP are typically at the end of a unit or at the end of a key phase of a unit
- Summative assessments are based on prescribed objectives/criteria provided by the IB.
- Summative assessments are connected to the Statement of Inquiry within the unit of learning
- Summative assessment is an opportunity for overall feedback and reflection on learning and quantitative measurement of learning.
- Students and teachers can develop task-specific clarifications to give clear expectations for the assessment itself.

DP:

- Summative assessments are designed based on the aims and objectives of the subject's guide provided by the IB.
- Summative assessments are conducted at the end of the unit or chapter or the end of the term/semester.
- Summative assessments include all the content covered till the point of the assessments.
- Summative assessment is an opportunity for overall feedback and reflection on learning and quantitative measurement of learning.

### 10.3 Diagnostic Assessment

Diagnostic assessment is conducted to see the students' knowledge, skills and understanding within a certain time frame. In Global Jaya School, there are two diagnostic assessments conducted annually:

- **iReady:** Conducted from Year 2 to Year 10 students at the beginning and end of the year to measure the student's growth and development within English and Mathematics subjects overall.
- **Cat4:** An assessment of developed verbal, non-verbal, quantitative and spatial reasoning abilities. It is conducted as part of the admission process and for all Year 5, 7 and 10 students.

## 11. Inclusion in Assessment Practices

Inclusive assessment practices encompass the use of Universal Design for Learning, differentiation and the application of inclusive access arrangements, where appropriate. Inclusion is a collaborative effort and is everybody's responsibility, as outlined in the GJS Inclusion and Learning Diversity Policy.

[Universal Design for Learning](#) principles can be applied to formative and summative assessments across the IB programmes. Teachers can offer flexibility with regard to how students demonstrate their skills and understanding, as well as offer choices in how students access assessment-related information. Universal Design for Learning principles and checkpoints facilitate inclusive assessment practices for all students.

Differentiation strategies can be considered for individual students experiencing barriers to success in their assessments. Teachers should consider differentiation for individual students through the lens of the unit content, process and product.

Students on the learning support register may be entitled to inclusive access arrangements as outlined in their Student Success Plan or Individual Education Plan. Where identified on an IEP or an SSP, the documented inclusive access arrangements must be applied across all assessments and by all teachers. Some inclusive access arrangements must be requested directly from the examination board in externally verified examinations. Once authorisation has been received, the inclusive access arrangements may be applied to all formal examinations associated with that board.

Inclusive assessment practices are documented in:

- All unit planners
- Any associated assessment task clarification guidance
- Individual Education Plans
- Student Success Plans

## 12. Grading

### PYP

- Formative assessment can be focused on comment feedback from the teachers without any grades given.
- For Kindy - Reception students, students are graded in three levels (Beginning - Developing - Achieving)\*
- For Year 1 - Year 6 students, students are graded in 5 levels (1 - 5) \*\*

### MYP

- The purpose of formative assessment is feedback; therefore, they may be unmarked, but verbal or written feedback must be provided. This will be documented on Managebac within 10 working days.
- Summative assessment:
  - Subject Criteria are given by the IB and used to grade the summative assessment
  - Teachers have the flexibility to design several summative assessments that partially address these criteria or fewer, larger summative assessments that wholly address these criteria.
  - Each subject has subject-specific criteria (A-D), and each criterion has a grade from 0-8
  - The overall MYP Grade (1-7) of each subject is the sum of all criteria and is determined by the MYP Grade Boundary Guidelines\*\*\*
  - All grades received within all strands of a summative assessment will be considered, and the best fit will be awarded as the overall grade
  - Personal Project and Interdisciplinary Units have 3 criteria (A-C), and each criterion has a grade from 0-8
  - Students will have no more than 3 summative assessments in one day. These assessments will be assigned on Managebac ten days in advance using the [colour coding system](#).
  - For every summative assessment, a formative assessment will be given to prepare students for the summative assessment. In addition, written feedback and marks will be provided in Managebac within 10 working days.
  - [Rubrics](#) are provided by the IB.
  - Assessments are standardised before and after student submission to achieve a common understanding between teachers.
- Unless an exception is made by the IB, subject groups must assess all strands of all four assessment criteria at least twice in each academic year.

### DP

- The purpose of formative assessment is feedback; therefore, they may be unmarked, but verbal or written feedback must be provided. This will be documented on Managebac within 10 working days.
- Summative assessments:
  - All summative assessments are based on the aim and objectives of the subject guides and assessment criteria/instrument.
  - The grade for a summative assessment is based on the subject grade boundaries.
  - Students will have no more than 3 summative assessments in one day. These assessments will be assigned on Managebac ten days in



- advance.
- For every summative assessment, a formative assessment may be given to prepare students for the summative assessment. In addition, written feedback and marks will be provided in Managebac within 10 working days and shared with the students and parents.
  - Assessments are standardised before and after students' submission to achieve a common understanding among teachers.
  - The final grades for the semester are determined by the student's whole body of work according (internal and external assessments) to subject-specific grade boundaries, assessment instruments, and [DP Grade descriptors](#).
  - Predicted Grades:
    - The teacher considers all evidence of the candidate's work - internal and external assessments ( all internal formative & summative) till the prediction point.
    - The teacher uses the knowledge of IB standards - [DP grade descriptors](#), grade boundaries, assessment instruments, aims and objectives of the subject, etc. in predicting the grades.
    - Overall understanding and likely performance in the subject as a whole.
    - Each prediction is made as accurately as possible.
    - The school releases confidential predicted grades twice in Year 12 for:
      - University admission
      - IB Submission
  - Report grades throughout the whole course are awarded according to the requirement of the subject guide, referring to the grade descriptors and looking at the whole body of work
  - The final grades of major assessments are determined after the standardisation within each department.

### 13. Reporting

Both written reports and verbal reports are published and conferenced to communicate to parents regarding students' learning progress and achievements. In Global Jaya School:

- Written reports and final grades are published in Managebac at the end of every semester
- Mid-Semester Reporting:
  - Three-way Conference for Primary and Mid Semester Conference for Secondary are held for two days in the last week of the term.
  - Students in term 1 and term 3 write their reflections as part of their report comments:
    - **Primary**
      - Primary students write the reflections and put them in the portfolio
      - There is no published report in term 1, but the reflection portfolio is published in Managebac
      - Parents are requested to create their own reflection in response to the three-way conference, and the reflection is submitted to Managebac.
    - **Secondary:**

- At least one criterion assessed up to the mid-semester will be published in the written reports
- Students reflect on their learning by inquiring into their learning and creating a SMART goal as an act of reflection
- Semester Reporting:
  - Teachers' comments are provided in the semester reports
  - Semester 1 reports published on the last day of term 2
  - Semester 2 reports published on the last day of term 4
  - All four criteria will be assessed and reported in a holistic manner for MYP.
- Year 12 reporting:
  - Term 1 reports consist of students' grades for their whole body of work and teachers' comments
  - Semester 1 reports consist of students' grades for their whole body of work and teachers' comments for mock exams
  - Term 3 reports consist of students' grades, including their mock exam results and teachers' comments for final exams

#### **14. Policy Monitoring and Review**

The whole school committee developed the assessment policy over the 2021-2022 school year, enhancing the policy that was in place prior. Members of the Leadership team, Pedagogical Leadership Team, Curriculum Leaders and classroom teachers were involved in reviewing and updating the policy. A policy review committee will revise and update the policy prior to April 2026.

## Appendix A: Kindy-Reception General Level Descriptors

### Assessment Explanation

The prime objective of assessment in the PYP is to provide feedback on the learning process. Teachers select assessment strategies and design assessment instruments to reflect clearly the learning outcomes they intend to report. They employ a range of strategies for assessing student work that takes into account the diverse, complicated and sophisticated ways that individual students use to understand their experiences.

Level of Achievement	Descriptor
<b>B - Beginning</b>	This indicates that a student is demonstrating a basic understanding of the skills, concepts and knowledge.
<b>D - Developing</b>	This indicates that a student is demonstrating a functional level of understanding of the skills, concepts and knowledge in some contexts and situations.
<b>A - Achieving</b>	This indicates that a student consistently demonstrates an understanding of the skills, concepts, and knowledge and applies them independently in all relevant contexts and situations.
<b>NA - Not Applicable</b>	This indicates a student was not present for the learning engagement and assessment of the report's criteria. The reason for the absence will be included in the general teacher's comment within the report.

## Appendix B: Year 1 - Year 6 General Level Descriptors

Level of Achievement	Descriptor
1	Indicates that a student: <ul style="list-style-type: none"> <li>• Has not met the expectations of the year level for this criteria.</li> <li>• Requires modification and intervention to support the learning programme to improve his/her understanding of the skills, concepts and knowledge being addressed.</li> </ul>
2	Indicates that a student: <ul style="list-style-type: none"> <li>• Has made some progress towards achieving the year-level expectations for this criteria but has not yet reached them.</li> <li>• Requires assistance to support the learning programme to improve his/her understanding of the skills, concepts, and knowledge being addressed.</li> </ul>
3	Indicates that a student: <ul style="list-style-type: none"> <li>• Has generally met some of the year-level expectations for this criteria.</li> <li>• Has been able to apply the skills, concepts, and knowledge within certain contexts.</li> </ul>
4	Indicates that a student: <ul style="list-style-type: none"> <li>• Has achieved the year-level expectations for these criteria.</li> <li>• Has been able to apply the skills, concepts, and knowledge and has made connections to other contexts.</li> <li>• Has produced work that is original and of good quality.</li> </ul>
5	Indicates that a student: <ul style="list-style-type: none"> <li>• Has consistently achieved at a level above the year level expectations for this criteria.</li> <li>• Can link their understanding of the skills, concepts, and knowledge to many other curriculum areas.</li> <li>• Has regularly produced work that is original and of high quality.</li> </ul>

## Appendix C: MYP General Grade Descriptors

Grade	Boundary Guidelines	Descriptor
<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 an acceptable quality. Communicates a 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 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 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.

## Appendix D: DP Grade Descriptors

### Assessment Explanation

Each group of subjects in the IB Diploma Programme has unique grade descriptors consisting of characteristics of performance at each grade. While the descriptors apply to groups of subjects, substantial similarity exists across group grade descriptors.

The grade descriptors help teachers explain the academic requirements of the IB Diploma Programme to students, undertake formative assessments, report progress and predict candidates' grades.

Senior examiners also use these grade descriptors when determining grade boundaries for examination papers and coursework components. For each grade, qualities of a typical performance are given. However, the work of a few candidates will be consistently characterised by a single grade descriptor, and most work will display some of the characteristics of more than one grade. Senior examiners, therefore, review the work of many candidates to determine a grade boundary—the lowest mark at which characteristics of a grade are consistently shown in candidate work—allowing for compensation across the different aspects.

Please click [HERE](#) for further group-by-group detailed information on the Diploma Programme Grade Descriptors.

## **Appendix E: Secondary Timely Submission Procedures**

In order to ensure fair treatment for all students, deadlines for assessed work must be followed. The following guidelines are in place to create an equitable system for the timely submission of tasks and avoid any issues of academic misconduct or malpractice.

### **Task submission procedures**

A task is any assigned work with a deadline for submission.

- Task submission deadlines are set by teachers, with oversight by Curriculum Leaders and Programme Coordinators and published on the ManageBac calendar no less than two weeks prior to the submission date.
- If deadlines are changed by the teacher, it will only be done in consideration of student learning.
- Unless documented and approved extenuating circumstances exist, no work will be accepted for a grade after predetermined deadlines.
  - Requests for extensions must be made by the students to the teachers **prior** to the deadline.
  - A maximum of three days' extension may be granted at the discretion of the teacher however, a longer extension may be provided based on extenuating circumstances.
  - If deadlines are not met and no prior arrangements are made, the task will be marked as N/A (not assessed), but the student should still submit the work for feedback. For reporting semester grades, students will still be given a holistic grade for the criteria based on Programmes Standards and Practices.

### **Major assessment submission procedures**

Major assessments are a special category of tasks. We define a major assessment as any task that requires significant work outside of class.

- All major assessments are tasks, but only some tasks are major assessments.
- These assessments are often sent to the IB for final assessment or moderation.
- They include, but are not limited to, MYP ePortfolio tasks, Personal Projects (PP), External Assessments, IAs (coursework), Extended Essay (EE), Art Exhibition works, TOK Essay, and TOK Exhibition. Service as Action (SA) and Creativity, Activity and Service (CAS) requirement deadlines, while not assessments, also fall under this category.

There are two deadlines for major assessments:

- External deadlines are set by the IB, and internal deadlines set by Programme Coordinators in collaboration with Curriculum Leaders.
  - External major assessment deadlines are beyond our control to change and must be strictly adhered to.

- Internal major assessment deadlines are carefully considered and set in a way that helps students prioritise and manage their workload.
  - They are set prior to the start of the semester in the case of MYP and the start of the year in the case of DP.
  - These deadlines are included on both Google and ManageBac calendars and generally remain unchanged.
  - These deadlines can only be changed with the approval of the Programme Coordinator in consultation with Secondary leadership.

Major assessments must be sufficiently scaffolded to provide evidence of learning in cases where the final assessment is not submitted.

- These scaffolded deadlines may include, but are not limited to, proposal, outline, and draft submissions.
- Deadlines for PP, EE, and CAS are set by the coordinators with the approval of Programme Coordinators and cannot be adjusted for individual students at the discretion of the teacher or supervisor.
- Teachers (or supervisors in the case of EE and PP) must closely monitor students' progress to ensure they are prepared to meet final deadlines for major assessments.

Procedures for assisting students who are in danger of not submitting work on time, submitting work which will likely earn a failing grade, or submitting work that will likely be flagged for academic misconduct are outlined in the next section.

### **Procedures for missed deadlines**

- Students who do not meet proposal, outline or draft\*\* submission deadlines must be held during break, lunch, or after school until those works are submitted. It is up to the individual teacher to supervise these extended learning sessions.
  - Teachers must inform the parents of students who fail to submit drafts of major assessments by email and Managebac. Other school personnel who need to be informed are the Dean of Students, Programme Coordinator, Student Success Services, and Head of Year.
  - Teachers must provide feedback in a timely manner to allow students to improve their work. Feedback must be provided within 10 school days of submission through Managebac.
  - Teachers or supervisors must continue to closely monitor students to ensure they are prepared to meet final deadlines for major assessments.
- In the case of IAs, students will be required to attend Learning Extension Opportunities (LEO) for up to one school week prior to the submission date until the teacher is satisfied that the work will be completed to a passing level by the due date.
- In the case of works related to the IB Core, the Programme Coordinator will arrange for students to attend LEO for up to one school week prior to final submission dates.



- Unless documented and approved extenuating circumstances exist, no major assessments will be accepted after final deadlines. Without extenuating circumstances, the most recently submitted draft will be marked and submitted to IB.

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