



SONDERVICK
INTERNATIONAL
SCHOOL

IB MYP assessment policy

Sondervick International School

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INTRODUCTION

At Sondervick College, learning and development are central. Testing and assessments are integral to our education. But why do we test, and why do we test in a particular way? What is the added value of testing, and what frequency is important or desirable? The assessment policy outlines the vision and agreements surrounding testing.

To optimally enable students to develop their talents, we pay close attention to differences, differentiation, and customization. High-quality assessment provides the school, parents, and students with insight into individual development and offers reflection on education in a broader sense.

This document describes the principles and agreements surrounding assessments for students and teachers. By setting these frameworks, we reduce the workload for students and teachers, allowing for more teaching time. The described policy is binding. If the described policy is not correctly followed, students, parents, and staff have the right to object to the school management. Initially, they should address the relevant Education Manager, and subsequently, the school administration.

The assessment policy is annually approved by the co-determination council (MR). For senior students, agreements from the assessment policy are included in the examination regulations. Changes to the policy are only possible with the approval of the school management and consent of the MR.

In the context of the PDCA (Plan-Do-Check-Act) cycle, the general Sondervick College assessment policy has also been evaluated. At the end of the 2023-2024 school year, department heads, assessment coordinators in the departments, our assessment expert, and the school management evaluated the policy. The assessment at Sondervick College was also discussed in the sounding boards, and recommendations from the Cito audit were incorporated. Additionally, results from parent/student satisfaction surveys on this issue were included. The input has been processed in this document and submitted to the MR.

The evaluation indicates that the policy document has been adjusted only in detail. However, specific attention points have emerged regarding the implementation of the assessment policy and assessment in general. Summarized, the feedback can be categorized into four main themes:

- a) Student workload peaks
- b) Adjustment of assessment policy to periods (from 3 to 4 periods)
- c) Assessment in mixed-level classes
- d) Vision on assessment

In the implementation of the policy, the above themes will be given attention, especially from the department perspective.

MISSION

The mission of the Sondervick International School is to provide opportunities for cross-curricular education that is inclusive of all cognitive levels, cultures, and linguistic backgrounds. Central to this mission is fostering students' ability to reflect on their learning, enabling them to grow in an enterprising and holistic manner.

VISION

Building on this mission, the vision of the Sondervick International School is to create a welcoming environment for students with multilingual backgrounds, supporting their integration into Dutch society while honoring and preserving their cultural identity and academic potential.

SONDERVICK INTERNATIONAL SCHOOL PHILOSOPHY OF ASSESSMENT

Assessment in the IB philosophy centers on recognizing and nurturing each student's unique potential, emphasizing how effectively students leverage opportunities for growth and development. High-quality assessments are designed to provide valuable insights and tools that actively support and guide the learning process, empowering students to take ownership of their learning journey.

In addition to personal growth, assessment outcomes also shed light on overall class performance and the efficacy of instructional strategies. Through these results, both teachers and students collaboratively gather evidence to make informed decisions on the next steps in the learning process, continuously refining and advancing toward meaningful educational goals.

PRINCIPLES

To promote assessment within a positive learning process, Sondervick International College adheres to the following principles:

1. Purposeful Assessment: Both teachers and students are always aware of the purpose of an assessment.
2. Assessment as a Tool for Guidance and Development: Assessment serves as a means for guiding and developing students.
3. Summative and Formative Assessment: Both types of assessment are used.
4. Multi-level Information: Assessments provide information on the student level, class/teacher level, and benchmark level (upper grades). Results are evaluated at each level.
5. Assessment Process According to the PDCA Cycle:
 - Plan: Assessments are planned and prepared in a timely manner.
 - Do: Assessments are conducted/executed.
 - Check: Evaluation and feedback are provided at all three levels. Results are discussed according to the quality cycle, with regular discussions among teachers, departments, and school leadership (Appendix I).
 - Act: Student guidance based on evaluation, and adjustments in pedagogical and didactic actions by teachers.

Assessments are organized as uniformly as possible, adhering to the principle of equality, ensuring that every student within the same grade level and academic track has the same number of assessment opportunities over the same content. Within subject departments, teachers of the same level and grade will agree on how an assessment is structured, and a consistent grading standard is used. Deviations from this practice are only allowed under special circumstances and require consultation with the student, subject teacher, education manager, and parents. Any deviations must be documented in writing. These principles also apply to first and second (make-up) assessments.

6. **High-Quality Assessments:** Teachers strive to create high-quality written assessments (using tools such as RTTI). Results are discussed according to the quality cycle (see Appendix I). There are regular discussions between teachers/departments and school leadership.
7. **Risk Analysis:** After each period, a risk analysis is conducted for each subject, grade level, and academic track as described in Appendix I. This is an important tool in the quality cycle of Sondervick International College.

TYPES OF ASSESSMENTS

We utilize both formative and summative assessments, each serving distinct yet complementary roles in supporting student learning and growth in alignment with the IB Learner Profile attributes.

Formative Assessments

Formative assessments are integral to the learning process, designed to provide students and teachers with insight into a student's current progress toward learning objectives and the steps needed to achieve them. Reflecting the IB Learner Profile attributes, formative assessments encourage students to become reflective by fostering self-awareness of their strengths and areas for growth. These assessments also promote the principled attribute, as students actively engage in honest self-assessment, taking responsibility for their own improvement.

Formative assessments take various forms, such as assignments, practice tests, diagnostic tests, interim exercises, practical assignments, research, and research proposals. These assessments provide valuable feedback that helps students set personal goals for improvement, understand the ultimate purpose of their learning, and cultivate a continuous motivation for growth. Simply assigning a grade does not serve the purpose of formative assessment; rather, constructive feedback that is actionable is essential, guiding students to understand how they can improve. This approach helps students become inquirers, fostering a deeper curiosity and love for learning.

Summative Assessments

Summative assessments serve to measure a student's mastery of particular content or skills at the conclusion of a learning phase. While these assessments are often used to evaluate a student's overall achievement, they also provide valuable feedback that contributes to ongoing growth. Summative assessment results are recorded in Toddle and are reflected in report cards and promotion criteria, helping students see their accomplishments and areas that may need further attention. This supports the learner profile attribute of being knowledgeable by allowing students to clearly see their understanding and command of the subject matter.

Summary of Assessment Types:

- **Formative assessments:** Used throughout the learning process to guide and enhance further learning, providing feedback that encourages reflection and inquiry.

- Summative assessments: Used as a cumulative evaluation of learning, offering feedback that underscores mastery and knowledge application, which aligns with being knowledgeable and reflective.

In all forms of assessment—written tests, quizzes, practical labs, oral exams, projects, reports, and presentations—students have opportunities to demonstrate the Learner Profile attributes. These assessment practices at Sondervick International School are designed not only to evaluate but also to enrich the learning experience, guiding students to become well-rounded, lifelong learners.

NUMBER OF SUMMATIVE ASSESSMENTS FOR GENERAL ACADEMIC SUBJECTS

The number of summative assessments per subject is fixed and included in the subject overviews. Regarding the planning and quantity of assessments, the following agreements apply to all subjects:

Lower Secondary Education (MYP 2&3):

- Maximum of 10 assessments per subject per school year
- Languages: Maximum of 12 assessments per school year

Upper Secondary Education (MYP4):

- Maximum of 8 assessments per subject per school year (including practicals, orals, and reports)
- Languages: Maximum of 10 assessments per school year (including practicals, orals, and reports)

Final Exam Year (MYP5):

- 4 summative exams (including practicals, orals, reports, etc.)

As stated in the student statute, a student in the lower secondary education level can have a maximum of two major assessments in one day and a maximum of five major assessments per week, except during the assessment week.

Major assessments are those that require preparation. For example, reading and listening comprehension tests do not require preparation and are therefore not counted as major assessments.

The agreements on the number of assessments outlined in this assessment policy are valid for all school years.

TIMELINE FOR ASSESSMENTS AND PUBLISHING RESULTS

We want students to be well-prepared for assessments. Therefore, the subject overview per year clearly outline the core objectives being assessed.

- An assessment is announced at least five school days before it is administered.
- The content and format of the assessment are known at least five school days before the assessment.
- To prepare for the assessment, a question-and-answer session or a diagnostic session is always offered.
- The results of written assessments are recorded in Toddle within ten working days, and the results of reports, assignments, or projects within fifteen working days.

- e. After publishing the results, the grading is only adjusted downward after consultation with the relevant educational manager, and the affected students are informed.
- f. No assessments are administered five school days before a test week, except for preparation-free assessments.
- g. No reports/projects are submitted in the week before, during, and after the test week.

The above points and timeline apply to regular situations. In cases of makeup work, customized arrangements, and other situations, deviations may occur. See section Exceptions, unforeseen circumstances, deviations, etc.

MAKING UP MISSED ASSESSMENTS

Students must make up a missed assessment within two school weeks. The student must contact the subject teacher within two school days to arrange a make-up time. If multiple assessments need to be made up, the student should discuss this with the student coordinator.

If the student fails to contact the subject teacher within two school days or does not keep the appointment, the student risks having to take the assessment unprepared at a time determined by the school.

For missed assessments administered during test weeks, a set time will be offered by the school administration.

At the end of the school year, the entire program must be completed by the student, including all make-up work.

EVALUATING ASSESSMENTS

Evaluation is a critical component of the learning process, providing students with the opportunity to reflect on their progress and learn from their assessments. In alignment with the IB Learner Profile, assessments are reviewed in detail during class, empowering students to become reflective by understanding their responses, analyzing areas for improvement, and celebrating their strengths.

Teachers retain completed work for at least one term within the current school year, allowing time for students and parents to request and review assessments as needed.

Upon request, parents can view completed work, or a copy can be provided, promoting open communication and fostering an inclusive, caring learning environment. After the retention period, teachers and departments may either return the work to students or dispose of it, reinforcing the responsible use of resources within our learning community.

MYP ASSESSMENT CRITERIA

| Subject group | Criterion A | Criterion B | Criterion C | Criterion D |
|--------------------------------------|---------------------------|--------------------------|---------------------------|--|
| Language acquisition | Listening | Reading | Speaking | Writing |
| Language and literature | Analysing | Organizing | Producing tekst | Using language |
| Individuals and societies | Knowing and understanding | Investigating | Communicating | Thinking critically |
| Sciences | Knowing and understanding | Inquiring and designing | Processing and evaluating | Reflecting on the impacts of science |
| Mathematics | Knowing and understanding | Investigating patterns | Communicating | Applying mathematics in real-life contexts |
| Arts | Investigating | Developing | Creating or performing | Evaluating |
| Physical and health education | Knowing and understanding | Planning for performance | Applying and performing | Reflecting and improving performance |
| Design | Inquiring and analysing | Developing ideas | Creating the solution | Evaluating |
| Personal project | Investigating | Planning | Action | Evaluating |

CRITERIA BASED ASSESSEMENT

Within SIS, assessment and reporting are based on criteria-based assessment. In criteria-based assessment, each student is evaluated per subject on four criteria set by the IB. These criteria differ per subject; the assessment is done on a scale from 0 to 8. Only whole numbers are given, such as 1, 4, 6, etc. Each objective strand within the subject criterion should be assessed at least twice (the objective strands are the Roman numerals). The objective strands within the subject criterion per subjectgroup can be found on Toddle – School policies and resources – Subject objectives.

The reports provide an assessment per criterion per subject. The assessment is based on all results achieved up to that point using the 'best fit' method (Appendix II). This means that no average grade is calculated, but the teacher determines an appropriate grade per criterion based on achievement levels and further performance, such as demonstrated in class and homework assignments.

QUALITY CRITERIA AND QUALITY OF ASSESSMENTS

The department holds primary responsibility for developing high-quality assessments that align with IB guidelines and uphold the principles of fairness, consistency, and inclusivity. In accordance with the

IB's commitment to collaborative practice and transparency, assessments are developed following the "four-eyes principle," where at least two teachers collaborate in creating each assessment and corresponding answer key.

To ensure objectivity, a detailed answer key and scoring rubric are prepared in advance for every written assessment. Adjustments to scoring are only made if deemed beneficial to the student and agreed upon by the subject department, supporting the IB attribute of caring by placing student well-being at the forefront of evaluation practices.

To promote reflective and accountable assessment practices, the checklist "The test tested," found in Appendix IV, is used as a foundational tool for assessment creation, promoting a consistent standard across subjects. Additionally, all oral exams are recorded, providing an opportunity for students to review their performance, enhancing reflective learning and self-assessment.

The quality criteria (Appendix V), along with Appendix IV, are applied to guide the design of assessments, ensuring they are rigorous, inclusive, and supportive of international-mindedness¹, encouraging students to appreciate diverse viewpoints and apply knowledge across various cultural contexts.

By using these assessment criteria, we aim to create high-quality tests that accurately reflect the learning process and the performance of our students. By adhering to these criteria and the detailed guidelines in Appendix IV, we aim to maintain high standards and ensure that our assessments effectively support student learning and development.

RETAKES

Tests are generally not eligible for retakes.

CHEATING, PLAGIARISM, AND UNFINISHED WORK

Aligned with the IB guidelines, the Learner Profile trait of being principled, and our Academic Integrity Policy, Sondervick International School upholds clear and equitable procedures to address academic irregularities. These measures reinforce integrity, fostering a learning environment where students engage honestly and responsibly in their academic endeavors.

REPORT CARDS

Report cards are handed out at the end of each term 1. All assessments and reporting are documented on Toddle.

The first report cards include the criteria levels, effort grades, and mentor comments. In the first report card it is possible that not all criteria for all subjects are assessed. There is an exception made for MYP5 (SIS4) where all criteria will be assessed by the first report for the onscreen exam subjects.

¹ International mindedness refers to a global perspective that encourages individuals to recognize their interconnectedness with people and cultures around the world. It is rooted in attributes such as open-mindedness, respect for diversity, critical thinking, and a commitment to global responsibility.

The second report card (mid-term report) includes the mentor comments, criteria levels, and final grades.

The third report card includes mentor comments, criteria levels, final grades, and feedback on service in action. For MYP5 (SIS4) personal project feedback is also included.

The final grade earned at the end of term 4 represents an overall judgment of the students' work throughout the entire school year. This final grade, in conjunction with other requirements, is used to determine whether or not a student is promoted to the next year group (please see transition standards SIS).

On the report, the four final grades per criterion are summed to form the criteria total. This is a score ranging from a minimum of 0 to a maximum of 32 points and is presented as such on the report. The criteria total is used to determine whether a student can be promoted to the next grade level as is stated in the school's transition standards (see also Appendix II).

EXCEPTIONS, UNFORESEEN CIRCUMSTANCES, DEVIATIONS, ETC.

In all cases not covered by this policy document, the rector, director, or educational manager of the relevant department will make the decision. They are also authorized to deviate from this policy document if there is a reason to do so. This could include providing customized solutions for students who, due to unforeseen circumstances, have fallen behind to an extent that justifies an exception. All involved parties will be informed of such decisions.

DISPUTES / COMPLAINTS

In case of perceived incorrect or careless application of the student charter, examination regulations, or assessment policy, the affected individual has the right to lodge a complaint directly, requesting alignment with the student charter, examination regulations, or assessment policy. If this does not lead to a satisfactory outcome, the next steps are to involve the mentor or the school management. They will then contact the party against whom the complaint is made to seek a resolution. Ultimately, if no resolution is reached, the matter should be escalated to the school's general management.

A response to the complaint should be provided within five school days. If none of the responses are deemed adequate, the individual may resort to the complaint procedure of the OMO (Ons Middelbaar Onderwijs). The complete text of this complaint procedure can be obtained from the school administration or on the Sondervick College website.

STUDENTS ON THE INCLUSION REGISTER (ALSO SEE INCLUSION POLICY)

In alignment with the school's commitment to inclusion as stated in the school's inclusion policy and the principles of the IB education philosophy students on the inclusion register are provided with accommodations to ensure equitable access to assessments. Depending on each student's unique diagnosis, accommodations such as extra time or the use of a computer may be granted to support their individual learning needs.

To receive these accommodations, students must submit an official document confirming their diagnosis to the school through their mentor. For MYP exams, the IB requires this documentation to be reviewed and approved to authorize accommodations such as extra time.

This inclusive approach supports our diverse community by recognizing and valuing the unique abilities of every student, encouraging open-mindedness, empathy, and respect. We believe that by fostering an inclusive environment, we empower all students to reach their full potential as learners, aligning with the IB's emphasis on developing compassionate, open-minded, and reflective individuals.

NT2 (DUTCH AS A SECOND LANGUAGE) STUDENT

A student who has attended education in the Netherlands for a maximum of 6 years and for whom Dutch is not the mother tongue is entitled to NT2 support. If the student's Dutch language proficiency reaches A2 level, the requirement to participate in NT2 lessons may be waived. If the Dutch language proficiency does not meet the A2 level, the student will continue with NT2 lessons in the following year.

The NT2 students have the following rights:

- A student who does not have Dutch as their mother tongue and has attended school in the Netherlands for less than six years is entitled to 30 extra minutes for exams.
- A student with insufficient proficiency in the Dutch language may use a "Dutch as a Second Language" dictionary or a dictionary that translates Dutch words into their native language. A digital dictionary is not allowed.
- An NT2 student may, in certain cases, be exempted from studying German and/or French in secondary education.

CONFERENCES

Three-way conference

After parents have accessed their child's assessment reports, a three-way conference is scheduled to provide a focused discussion about the student's progress, strengths, and areas for growth. These conferences occur three times a year at the end of each period, fostering a partnership that supports the student's learning journey and encourages parental engagement in their child's education.

In this model, the student, parent, and mentor come together for a collaborative discussion, emphasizing respect, teamwork, and open-mindedness. All participants work together to recognize the student's strengths and identify areas for improvement.

This approach aligns with the IB learner profile by promoting open-mindedness, effective communication, and empathy, ensuring a supportive environment that reinforces the student's growth as a reflective, communicative, and well-rounded learner.

Students – Mentor conference

In these conferences, students actively engage in and take responsibility for their own learning, sharing their progress and setting personal goals. Students demonstrate initiative by leading these discussions with the agreement of their teachers. This process cultivates attributes of the IB learner profile such as reflection, self-management, and responsibility, helping students to become more principled and self-aware individuals.

STANDARDIZATION AND MODERATION

In alignment with the IB educational philosophy and the commitment to rigorous, consistent assessment practices, standardization ensures that all assessments are fair, equitable, and accurately reflect students' achievements across various subjects. Standardization is conducted to support reliability and consistency for:

- Summative assessments
- Unit tasks (task descriptors matched to assessment criteria)
- Unit tasks measured against unit objectives
- Types and timing of assessments
- Assessment of the Personal Project

Guidelines for Standardization and moderation:

1. **Frequency of Standardization:** Standardization will be conducted at least once per semester within each subject area, providing an opportunity to ensure consistency in assessment criteria and alignment with IB guidelines.
2. **Collaboration Among Teachers:** Standardization occurs within MYP subject areas that have two or more teachers. In cases where a subject has only one teacher, a volunteer from a different subject area will collaborate to share and review tasks for standardization. This fosters open-mindedness, teamwork, and mutual respect among colleagues.
3. **Collection of Samples:** During collaborative meetings, teachers will gather samples of assessed student work, unit objectives, sample tasks, and lists of task types. This practice encourages reflective teaching and helps teachers to view assessment from multiple perspectives, contributing to a fair and balanced assessment approach.
4. **Documentation of Assessment Discussions:** Teachers will engage in discussions about how they would assess the collected samples, noting observations, differences, or insights in assessment approaches. These discussions should be documented, either through notes or annotations on rubrics, for record-keeping and future reference. This reflective process is essential for aligning assessments with IB standards and promotes critical thinking, open-mindedness, and effective communication.

By adhering to these guidelines, the standardization and moderation process reinforces the IB learner profile attributes of principled, reflective, and collaborative learning among teachers and ensures that assessments provide an authentic measure of each student's learning journey.

DEVELOPMENT, USE, AND REVIEW OF THE POLICY

This policy was developed in collaboration with teachers, school administrators, and educational advisors to reflect a shared vision of assessment.

Accessibility

The policy is available to all community members on our school website, and feedback is welcome from teachers, students, and parents. Collaborative efforts by administrators and teachers ensure the policy stays relevant and effective in fostering student learning.

Use

All stakeholders—including administrators, teachers, and students—are encouraged to reference and utilize this policy in their day-to-day activities. Teachers use this policy as a guide for planning and implementing assessments. Teachers are also provided with comprehensive training on the assessment policy and are expected to understand and fulfill their responsibilities within it. Teachers are encouraged to integrate this policy into their assessment practices and foster an environment that emphasizes learning and improvement. They are responsible for ensuring assessments are fair, transparent, and conducive to the development of the IB Learner Profile attributes in students.

Administrators ensure that the policy is consistently applied across the school. Students and parents are invited to engage with the policy to better understand the assessment practices and expectations.

Review cycle

The policy undergoes a review cycle at least as frequent as our evaluation cycle to ensure it remains current with IB publications and community needs.

The assessment policy is annually approved by the MR (Participation Council). For senior students, agreements from the assessment policy are included in the examination regulations. Changes to the policy are only possible with the approval of the school management and consent of the MR.

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APPENDIX I: QUALITY CYCLE

In the diagram below, the quality cycle of Sondervick College is presented step by step.

| | Action | Strategy | Frequency | Responsible |
|---|--------------------------|--|-----------------|-------------------|
| 1 | Department results | After each period, the results of the department are monitored. | 3 times a year | Manager Education |
| 2 | Section results | After each period, the test results for each subject department are discussed. | 3 times a year | Section chair |
| 3 | Assessment results | After each test, an analysis of the results is conducted. | After each test | Subject teacher |
| 4 | Quality assessment chart | In September, the school creates its own quality framework in accordance with the inspection criteria. | Once a year | Principal |

APPENDIX II: CALCULATING FINAL GRADES

To calculate your child's final grade for a specific subject, follow these straightforward steps:

Step 1: Review the Criterion Scores

Ensure that all the assessment criteria for the subject have been evaluated. Check your child's scores for each criterion in the subject.

For example, a humanities (part of individuals and societies) student's scores might look like this:

| Criterion | Achievement level | Student's achievements level |
|------------------------------|-------------------|------------------------------|
| A: Knowing and understanding | 8 | 6 |
| B: Investigating | 8 | 4 |
| C: Communicating | 8 | 4 |
| D: Thinking critically | 8 | 6 |

Step 2: Calculate the Total MYP Score

Add together the levels achieved across all criteria. For this example, the student's criteria total is **20** ($6 + 4 + 4 + 6$).

Step 3: Determine the IB MYP Grade

The MYP Grade boundaries are standardized for all subjects, including projects. Use the grade boundary table to identify the IB Grade corresponding to the criteria total (also see appendix III).

For example, based on the table below, a total score of 20 corresponds to an IB grade of 5:

| Criteria Total | MYP Grade |
|----------------|------------------|
| 29-32 | Excellent (7) |
| 25-28 | Very good (6) |
| 20-24 | Good (5) |
| 16-19 | Satisfactory (4) |
| 13-15 | Insufficient (3) |
| 9-12 | Poor (2) |
| 0-8 | Very poor (1) |

Step 4: Interpret the Grade Descriptor

Refer to the Grade Descriptor in Appendix III for the meaning of the IB Grade. For a Grade 5, the descriptor states:

Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real world situation.

APPENDIX III: MYP GENERAL GRADE DESCRIPTORS

| MYP Grade | MYP General Grade Descriptors |
|------------------|---|
| Excellent (7) | Produces high quality, frequently innovative work. Communicates comprehensive 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 |
| Very good (6) | Produces high quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence. |
| Good (5) | Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real world situation. |
| Satisfactory (4) | Produces generally good quality work. Communicates basic understanding of most concepts and context 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. |
| Insufficient (3) | Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstanding 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. |
| Poor (2) | 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 applies knowledge and skills |
| Very poor (1) | 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. |

APPENDIX IV: "THE TEST TESTED"

| Topic | Yes/No/Partial | Comments and accountability |
|--|----------------|--|
| Layout | | |
| Is there a cover sheet or header with the following elements: <ul style="list-style-type: none"> • Test • Department • Date • Time • Number of questions • Total points • Permitted resources | | <p>Adding a cover sheet or header contributes to transparency.</p> <p>A cover sheet is mandatory for school exams.</p> |
| Is Arial font size 12 used? | | Clear and accessible for students with dyslexia and consistent with school exam format. |
| Is a line spacing of 1.15 used? | | Improves readability of the test. |
| Are all questions numbered consecutively? | | Prevents skipping questions; avoids use of "abc" items to align with final exams and facilitates analysis with RTTI Online. |
| Are point values shown next to each question? | | Enables students to make strategic choices; ideally, each question is worth the same number of points for balanced grading. |
| Are all figures placed directly with the question? | | Reduces cognitive load and confusion, especially important for lower grades where the final exam uses a separate source booklet. |
| Is the entire question displayed on one page? | | Avoids splitting a question across pages. |
| RTTI | | |
| Are questions marked as R, T1, T2, or I? | | Helps lower-grade students apply appropriate strategies, initiating reflection on the learning process during the test. |
| Is the RTTI question ratio aligned with the PTD in RTTI online? | | Each department is required to establish a PTD (Program of Testing and Transition) with specified RTTI question ratios per year. |

| Quality requirements for open and closed test questions | | |
|---|--|---|
| The test questions are <u>relevant</u> | | Questions must have a clear relationship to test terms. |
| The test questions are <u>objective</u> | | Questions should have clear, undisputed correct answers, without room for interpretation; no trick questions or answers like “all of the above” or “none of the above.” |
| The test questions are <u>specific</u> | | Only students with strong knowledge of the material should be able to answer; avoid hints toward correct answers. |
| The test questions are <u>efficient</u> | | Questions should contain only necessary information and be worded as simply as possible. |
| Quality requirements for assignments | | |
| The assignment is <u>relevant</u> | | Should cover test terms and be meaningful for practical application. |
| The assignment is <u>objective</u> | | Should be clearly defined for both students and assessors regarding criteria for sufficient results. |
| The assignment is <u>specific</u> | | Only students with the required skill should be able to complete the task successfully. |
| The assignment is <u>efficient</u> | | Contains only necessary information and is not overly complex. |
| The assignment is <u>transparent</u> | | Clearly outlines expectations for the student. |

APPENDIX V: THE ASSESSMENT QUALITY CRITERIA

| Quality criteria | Checklist |
|-------------------------|---|
| Content Validity | <ul style="list-style-type: none"> - Does the assessment cover all the material taught? - Does it assess all knowledge at the desired mastery level? - Does it cover all relevant aspects of a skill? - Does it sufficiently cover all desired learning objectives? |
| Conceptual Validity | <ul style="list-style-type: none"> - Does the assessment assess what it is supposed to assess? |
| Reliability | <ul style="list-style-type: none"> - Does the grading ensure consistent results among different assessors? - Are comparable performances consistently graded? |
| Specificity | <ul style="list-style-type: none"> - Can the assessment only be done well if the student has mastered the material? |
| Difficulty | <ul style="list-style-type: none"> - Does the difficulty level of the test match the students' level? |
| Discriminatory Power | <ul style="list-style-type: none"> - Does the assessment differentiate between students who have mastered the material and those who have not? |
| Transparency | <ul style="list-style-type: none"> - Are students well-prepared for the assessment, e.g., through practice assessments? - Do students know what to expect and what they will be assessed on? - Can students see what is important in the assessment, e.g., through points allocation per question? |
| Available Time | <ul style="list-style-type: none"> - Can the assessment be completed within the allotted time? |
| Language Use and Design | <ul style="list-style-type: none"> - Is the layout clear and functional? - Are any illustrations clear and relevant? - Is there adequate support through illustrative material? - Are the questions clear and unambiguous? - Are (double) negatives avoided? |