



MANCHESTER[®] INTERNATIONAL SCHOOL

IB CONTINUUM ASSESSMENT POLICY AND PROCEDURES

Revised on May 2024

A Note for Parents

Dear parents,

At Manchester, our school policies are in alignment with the IB's philosophies, standards, and practices. The major objective of our policies is to reflect the values of the IB mission and learner profile.

Assessment plays a vital role in this journey, as it allows us to measure not only your child's knowledge and skills but also their development as lifelong learners. Our assessments are designed to encourage inquiry, critical thinking, and problem-solving—key attributes of the IB learner profile.

We believe in a holistic approach to assessment, where each student's unique strengths and areas for growth are acknowledged. Through both formative and summative assessments, we aim to provide constructive feedback that supports your child's learning process. Assessments at our school are varied, fair, and aligned with the values of academic integrity, ensuring that each student's achievements reflect their true abilities and efforts.

All our policies are interlinked and provide path to uphold the attributes of learner profile and its values. The interconnection between the policies were elaborately explained in all our policy documents. We have included the procedures and processes associated with each policy.

We developed the content and structure of our policies, through discussion the stakeholders. These are the policies that the IB has recommended:

1. Admissions
2. Inclusion
3. Language
4. Assessment
5. Academic Integrity

Thank you, in advance, for reading these policies thoroughly.

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OUR PRINCIPLES

Our Academic Integrity Policy in the IB program is grounded in key principles that foster a culture of honesty, respect, and responsibility. We uphold the belief that all students should engage in their academic work with integrity, taking ownership of their learning and respecting the intellectual contributions of others. This includes the commitment to originality, where students are encouraged to express their own ideas and perspectives while properly citing sources and giving credit where it is due. Our policy emphasizes the importance of collaboration, guiding students to work together ethically while maintaining individual accountability. By instilling these principles, we aim to prepare our students not only for academic success but also for their roles as principled global citizens in a diverse and interconnected world.

IB MISSION

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

OUR MISSION

At Manchester International School, our mission embodies a commitment to fostering a dynamic and innovative educational environment. We wholeheartedly embrace the pursuit of excellence as we inspire and challenge every student to attain their utmost potential. We do this by tailoring our educational approach to each individual's functional level, thereby laying a sturdy groundwork of essential skills, knowledge, and values.

This foundation equips each student with the tools necessary to metamorphose into a well-rounded, highly educated, and productive adult, capable of gracefully navigating the intricacies of our ever-evolving global landscape.

OUR VISION

Embracing its legacy as the best school of India, Manchester International School aspires to transcend conventional boundaries by nurturing empathetic and innovative global citizens. Our commitment lies in cultivating individuals who excel as discerning thinkers, collaborative problem solvers, and proactive contributors, all within the realm of truly world-class education. At Manchester International School, we pledge to continuously ignite an intrinsic drive in our students, inspiring them to relentlessly pursue their loftiest aspirations, regardless of their chosen paths. Our vision extends to holistically nurturing each child, encompassing physical, intellectual, emotional, social, and cultural dimensions by:

- Providing tangible learning tools and fostering opportunities for exploration, discovery, and comprehension.
- Creating a nurturing educational environment where learning is both enjoyable and an integral part of life.
- Empowering children to learn how to learn, rather than simply learning what we teach.
- Cultivating motor skills and coordination, encompassing both gross and fine muscular control, through diverse indoor and outdoor activities.
- Enhancing communication skills through the medium of music, dance, literature, drama, and creative arts.
- Promoting a healthy lifestyle through exercise, relaxation, a balanced diet, and personal hygiene.
- Encouraging the development of positive relationships with peers and family, emphasizing the values of sharing and caring.
- Our distinctive vision shapes a future where Manchester International School stands as a beacon of holistic education, propelling students towards excellence and global citizenship.

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IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world. As IB learners we strive to be:

<p style="text-align: center;">INQUIRER</p> <p>We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life</p>	<p style="text-align: center;">KNOWLEDGEABLE</p> <p>We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance</p>
<p style="text-align: center;">THINKER</p> <p>We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>	<p style="text-align: center;">COMMUNICATOR</p> <p>We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p>
<p style="text-align: center;">PRINCIPLED</p> <p>We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p style="text-align: center;">OPEN-MINDED</p> <p>We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p>
<p style="text-align: center;">CARING</p> <p>We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p>	<p style="text-align: center;">RISK-TAKER</p> <p>We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p>
<p style="text-align: center;">BALANCED</p> <p>We understand the importance of balancing different aspects of our lives intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p>	<p style="text-align: center;">REFLECTIVE</p> <p>We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>

ASSESSMENT POLICY

Philosophy

At Manchester International School, assessment is essential to teaching and learning with a focus on the holistic development of the child, promoting lifelong learners who are motivated and accountable for their continuous learning.

The aim of this Assessment Policy is to allow all Students, Teachers and Parents to have a clear and accurate picture of Student progress over a given academic year and throughout his/her stay with us. Which, we believe will:

- *Enable students to learn more effectively, make progress and succeed*
- *Keep parents well-informed of their child's progress*
- *Permit teachers to reflect on their teaching and plan their work effectively, based on their students' strengths and needs*

Assessment is geared towards appraisal of a broad range of concepts, attitudes, knowledge and skills appropriate to an international and increasingly complex world. In the IB Diploma Programme it is criterion-referenced using the guidelines set down by the IBO and is made clear to Students by Teachers

before course begin.

Policy Statement

Assessment at MIS reflects an assessment of each and every aspect of educational sphere based on specific learning outcomes, to enable students to adjust with needs and changes of the future. Educational sphere represents trans-disciplinary content resulting in holistic development of students emphasizing and assessing all their innate and acquired skills. It helps the students to prepare to be resourceful, self sufficient, passionate and conscientious global citizens with deep indebtedness for environmental and cultural heritage.

FORMS OF ASSESSMENT

- Assessment at Manchester International School is a continuous process consisting of:
- Formative assessment strategies provide a balanced view of the student which helps teachers to:
- Identify and respond to students' differing needs and styles of learning.
- Support each student to achieve his/her individual potential.
- Teach students to reflect on their own learning and to analyse their personal strengths and weaknesses in a constructive manner.

Observations: All students are observed regularly with a focus on the individual, the group and the whole class; on punctuality, interest, attentiveness, class participation, etc.

Level of students' work or performance: These will include performance in class tests, report writing, written essays, home-assignments, aural/oral assignments, presentations etc.

Open-ended questions: Students are presented with a challenge and asked to provide an original response in classroom discussions.

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Tests/quizzes: These provide a quick view of a specific area of knowledge that the student is expected to acquire.

Summative assessments are carried out to evaluate:

- Student learning
- Skill acquisition
- The degree of mastery of content
- The effectiveness of the instructional practice
- The changes (if any) in teaching methodology

Summative assessment is also used to provide a clear feedback to:

- Students to improve performance based on the feedback
- Parents on the progress of their ward
- Teachers to assess and improve instructional practices

ASSESSMENT IN PYP

Purpose of Assessment in PYP:

How will we know what we have learnt?''

"The purpose of assessment is to promote and provide information about student learning, inform practice and evaluate the effectiveness of the programme."

Assessment for Learning:

This is more diagnostic in nature to find out what student's prior knowledge and experiences are at the beginning of each year and each unit of work. Our assessment process recognizes that each child is unique and possesses their own talents, interests and abilities and presents the curriculum content applicable to the stages of development of our students. Children learn, develop and mature at different rates and stages, consequently, not all children at the same chronological age will attain the same academic level.

Assessment of Learning:

Summative Assessment: We assess the five essential elements of the PYP across all curriculum areas using open ended tasks to clearly portray -

- the development in the students understanding of concepts
- the acquisition of knowledge and the mastery of trans-disciplinary skills
- the development of attitudes
- student's ability to make decisions and take responsible action

These assessments are complemented by student reflections about what they learned and the process of how they learned. The Year 5 PYP Exhibition is a culmination and celebration of student's learning at the end of their primary education at MIS. This is inquiry learning at its best through student's application of the 5 essential elements by conducting an in-depth investigation of a real time issue or problem which has local and global significance. This includes performances and displays of their conceptual understanding and Action across different curriculum areas.

Assessing Recording and Reporting

A. What we will assess in PYP?

Assessment is integral to all teaching and learning. It is designed to thoughtfully and effectively gauge students on the five essential elements of learning.

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- the understanding of **concepts**
- the acquisition of **knowledge**
- the development of **skills**
- the development of **attitudes**
- the decision to take **action**

This will take place continuously through the units of inquiry and specific subjects as per the objectives set out in the Scope and Sequence documents

When and how will we assess in PYP?

PRIOR KNOWLEDGE ASSESSMENT

- assessment of prior knowledge
- concepts mapping
- mind maps
- KWL

ONGOING FORMATIVE ASSESSMENTS

- performance tasks
- open ended tasks
- interviews
- reflections
- peer's assessments
- projects
- questionnaires
- journals
- selected responses

SUMMATIVE ASSESSMENTS

- GRAPS model tasks
- summative assessment tasks
- journals
- reflections
- peer evaluation
- assessment rubrics
- portfolios

STRATEGIES, RECORDING AND MONITORING

How do students demonstrate what they have learnt?

Assessment Strategies: Teachers utilize a variety of assessment strategies when recording and reporting and therefore aim to provide a balanced view of the student.

- **Observation/Anecdotal Records:** Students are observed regularly with teachers noting growth and progress of individuals, groups and the whole class.

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- Open-Ended Tasks: Students are presented with a stimulus and asked to communicate an original response.
- Performance Tasks: Goal directed tasks with established criteria that are authentic challenges and problems. They entail the thoughtful application of knowledge rather than the recall of facts.
- Selected Responses: These provide a snapshot of students' subject specific knowledge.
- Teacher/Student/Peer Reflections: Teachers/peers reflect on student learning while self - reflection is completed on one's own learning.
- Portfolios: A collection of students' works designed to demonstrate successes, growth, higher order thinking, creativity and reflection. This is an exhibition of an active mind at work. Taken together, the assessment strategies form the basis of a comprehensive approach to assessment. Whatever strategy is used, self and peer, as well as teacher (and sometimes parent) reflections are seen as an important stage in the learning process.

How do teachers monitor and record student progress?

Assessment strategies are put into practice by utilizing the following assessment tools:

Rubrics: An established set of criteria used for rating tasks and performances. Descriptors tell the student and teacher what characteristics or signs to look for in their work and rate on a predetermined scale. These tools can be developed by students as well as teachers.

Portfolios: A cumulative record of student progression in different subjects throughout the grade level

Checklists: Lists of information, data, attributes or elements that should be present. · **Anecdotal Records:** Brief, written notes based on student observations.

Continuums: Visual representations of developmental stages of learning. They show progression of achievement or identify where a child is in a process.

Analysis and Reporting in PYP

How do teachers analyze assessment?

Teachers use their professional judgment to interpret and use assessment information. Teachers monitor progress on the indicators they are responsible for teaching. Teachers regularly ask these four questions: · What do I want my students to know and do?

- Where are my students?
- What evidence do I have to know that?
- What do I plan to do about it?

As a school, MIS also monitors student progress on the indicators related to their school improvement goals. Assessment informs about the progress of goal settings which are discussed between Teacher, Student and Parents during the Three-Way Conference.

How is assessment information reported to parents?

Information is reported through student portfolios, parent/teacher/student conferences, student-led conferences, Parent Teacher conferences and the written report. Regular class

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newsletters, emails, the school website, mini exhibitions are also ways to report student's achievements.

Ways to report

Three Way Conferences: A formal information session is held at the beginning of each year where students are involved in the process of goal settings. These goals are discussed with the parents and teachers. Parents acknowledge the importance of partnership between them and school and agree to support the progress of their children.

The Written Report: This formal report is completed at the end of each school semester, twice/year. The report includes achievement indicators for all curricular areas.

Parent Teacher Conferences: These conferences are held two times throughout the academic year. Conferences are to review student progress, in addition to sharing academic information, progress report and work samples.

Student-Led Conferences (Sixth Sense): We use GRASPS model to deliver the understanding of the Central Idea. GRASPS is a design tool to develop a performance task with an emphasis on context and role-playing. The acronym stands for the steps in the process, which include goals, roles, audience, situation, product-performance-purpose, and standards, which are the criteria developed for success.

Our

Goal - To convey our central idea to the audience.

Roles - Different roles played by children as lyricist, story writer, and Scriptwriter.

Audience - Learning Community - Parents, teachers, learners.

Situation - Connection with SDGs.

Performance - Role-play, presentation, songs, dance, drama.

Standards - Criteria for feedback - TAG

Portfolios: These are a purposeful collection of student work designed to demonstrate successes, growth, higher order thinking, creativity and reflection throughout the year. Portfolios are accessible to the student and parents at any time during the school year. The portfolio is the property of the student and goes with the child upon leaving or at the end of the year.

ASSESSMENT IN MYP

What we will assess in MYP

Table 1. Formative and summative assessment

Formative assessment	Ongoing assessment aimed at providing information to guide teaching and improve student performance.
Summative assessment	Assessment aimed at determining the competency or level of achievement of a student generally at the end of a course of study or a unit of work.

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Purpose of Assessment in MYP

Assessment is the systematic collection of information about student learning and the use of that information to create a continuing cycle of improved teaching and learning.

The primary goals as stated in “MYP: From Principles into Practice” (79) of the MYP assessment at MIS are:

Support and encourage student learning by providing feedback on the learning process

- Inform, enhance and improve the teaching process
- Provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments
- Promote positive student attitudes towards learning
- Promote a deep understanding of subject content by supporting students in their inquiries set-in real-world contexts
- Promote the development of critical- and creative-thinking skills
- Reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- Support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.

MYP Assessment Criteria and Achievement Levels

In the MYP, teachers address objectives (through classroom teaching and learning—the taught curriculum) and assess criteria (through formative and summative assessment tasks—the assessed curriculum).

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

IBO provides the required assessment criteria for years 1, 3 and 5 of the MYP. At ISE, MYP teachers make decisions about students’ achievement using their professional judgment and “best-fit” approach, guided by mandated criteria that are public, known in advance and precise (MYP Assessment Criteria are discussed with students in August and at the start of the unit), ensuring that assessment is transparent.

The MYP assessment criteria across subject groups/Table 2. The MYP assessment criteria across subject groups

	A	B	C	D
Language and literature	Analyzing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language

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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-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
MYP Project *	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting

Strategies, Recording and Monitoring in Middle school

Recording and Reporting Student Achievement

During the three years of the MYP, MIS communicates student achievement in each subject group to parents at regular intervals through MIS Connect Student Management System, MYP Portfolios and report cards. MYP reports convey the student's achievement level for each assessment criterion for each subject. This practice provides students and their parents with information about the student's engagement with the objectives of each subject group and is supported with advice for improvement, where applicable.

MYP Grades and Grade Descriptors

Teachers must inform parents, MYP Coordinator when students' marks are less than grade 4 at any time during the semester.

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To determine the semester grade, teachers add together the achievement levels (0-8) for all four criteria for all summative tasks. MIS uses the MYP grade boundary guidelines to determine the semester/final grade on a scale of 1-7 in each year of the MYP.

Passing mark is grade 3 and above as set by the IBO.

Table 3 gives the achievement level totals converted into a grade on a scale of 1–7 with grade descriptors: Table 3. MYP General Grade Descriptors

Grade	Boundary guidelines (achievement level totals)	Descriptor
1	1-5	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
2	6-9	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.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.

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6	24-27	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.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

In the MYP

First Semester Progress Report*	Mid-semester achievement levels (0-8).	October
First Semester Report**	Achievement levels (0-8); Semester grades (1-7); Student reflections; Teacher Comments for MYP 3	January
Second Semester Progress Report*	Mid-semester achievement levels (0-8).	March
Second Semester Report**	Final grades (1-7) *** achievement levels (0-8); Student reflections; Teacher Comments for MYP 3	June

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ASSESSMENT IN DP

What we will assess in the DP:

Assessment is continuous and ongoing through Formative and Summative assessments. In each quarter every subject will conduct a minimum of 2 formative assignments and 2 summative assessments.

Formative assessments test skills for learning. They provide detailed feedback on student strengths and weaknesses and help to identify knowledge and skills that students should develop. Summative assessments test skills of learning. They document actual student achievement and reinforce the teaching of curricular goals. The nature and number of assessment tasks, both formative and summative, will be defined by the DP Coordinator. Within these parameters the teachers have the flexibility to design tasks based on the criteria requirements of each subject laid down by the IBO.

Assessment is continuous and ongoing. Formative Assessments are short tests designed to test both knowledge and skills in smaller units of learning and will include a variety of assessment components that reflect the range of expected outcomes for a given course. Assignments test skills and are varied in nature. These include research assignments on internal assessment skills in respective subjects, homework tasks, quizzes, oral presentations etc.

External Assessments such as ToK Essays, Extended Essays and World Literature

Assessment Policy - Meeting National Requirements

Assessments and Reporting

- **Grading Translation:**

While the IB follows a 1-7 grading system, national boards use percentile marks. Manchester ensures students' performance is reflected accurately in both systems by using a standardized conversion chart.

- **Progress Reports:**

Regular progress reports include both DP grades and national grading equivalents to provide clarity for parents and ensure compliance with national standards.

Indian University Requirements

- **Board Equivalency Certificates:**

Manchester supports students by facilitating equivalency applications (e.g., through AIU certificates) needed for Indian university admissions.

Language and Attendance Policies

- **Second Language Compliance:**

To meet national language requirements, Manchester offers Hindi as IB Language A/B courses or through additional sessions.

- **Attendance Policies:**

Manchester aligns its attendance policies with both IB's participation expectations and the 75% minimum attendance required by national boards for exam eligibility.

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Manchester International School has established clear guidelines for Internal Assessments (IA) to ensure that students meet the requirements of the IB Diploma Programme (DP) while also preparing for any relevant national standards. The following points outline the IA requirements:

1. Purpose of Internal Assessments

Skill Development: IAs are designed to help students develop critical thinking, research, and analytical skills essential for success in the DP and beyond.

Continuous Evaluation: They provide a means of assessing student understanding and application of knowledge throughout the academic year.

2. Components of Internal Assessments

Subject-Specific Requirements: Each subject has its specific IA requirements, which may include practical work, written reports, or projects.

For example, in Science, students may conduct experiments and submit lab reports, while in Language and Literature, students might analyze texts through comparative essays.

Weightage in Final Grades: Internal assessments typically contribute a significant percentage to the overall subject grade, emphasizing their importance in the learning process.

3. Submission Guidelines

Deadlines: Students are required to adhere to specific deadlines for IA submissions, which are communicated clearly at the beginning of the academic year.

Draft Submissions: Students may be encouraged to submit drafts for feedback prior to final submission to ensure quality and adherence to IB standards.

4. Assessment Criteria

Marking Rubrics: Each IA is assessed using specific rubrics provided by the IB, which outline the criteria for evaluation, including criteria such as clarity, organization, and critical analysis.

Feedback Mechanism: Constructive feedback is provided to students after IA evaluations, highlighting strengths and areas for improvement.

5. Academic Integrity

Plagiarism Policies: Students must follow strict guidelines on academic integrity, ensuring that all work submitted for IA is original and properly cited.

Monitoring: The school employs measures to detect academic dishonesty and will address any breaches of integrity according to established policies.

Reporting Process

At Manchester International School, the assessment and reporting of the IB Diploma Programme (DP) are structured to provide transparency and clarity regarding student performance.

Process of Recording DP Assessment

Recording Assessments: Teachers systematically record student assessments in a secure and organized manner using digital platforms or assessment management systems. Each student's scores, along with detailed feedback, are documented to track progress throughout the course.

Internal Moderation: To ensure consistency and fairness in grading, internal moderation processes are implemented where teachers review and discuss assessment results, ensuring alignment with IB standards.

Reporting DP Assessment

Regular Progress Reports: Students receive regular progress reports that include grades, teacher comments, and insights into their strengths and areas for improvement. These reports reflect both individual subject performance and overall progress in the DP.

Parent Communication: Comprehensive reports are shared with parents, providing them with clear insights into their child's academic performance, including grades, feedback, and recommendations for improvement.

Final DP Grades: At the end of the assessment period, final grades are submitted to the IB, reflecting all summative and formative assessments completed throughout the year. The school communicates final results to students and parents promptly after they are released.

Appeals Process

Review Mechanism: Students have the right to request a review of their grades if they believe there has been an error in the assessment process. A formal procedure is in place to facilitate this, ensuring transparency and fairness.

Feedback Loop: Constructive feedback is provided to support students in understanding their grades and improving in future assessments.

Process for Standardization

At Manchester International School, the standardization of assessments is crucial to ensure fairness, consistency, and reliability in evaluating student performance across the IB Diploma Programme (DP). The following outlines the processes involved in achieving standardization in assessments:

1. Development of Assessment Criteria

Clear Guidelines: Assessment criteria are developed based on the official IB documentation and tailored to reflect the curriculum's objectives. These guidelines specify expectations for student performance and ensure alignment with IB standards.

Collaboration Among Educators: Teachers collaborate to create and refine assessment criteria, ensuring a common understanding of expectations and objectives.

2. Training and Professional Development

Regular Workshops: The school conducts regular training sessions and workshops for teachers on best practices for assessment, grading, and providing feedback. This promotes consistency in the application of assessment criteria.

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Peer Observations: Teachers participate in peer observation sessions to share assessment practices and receive feedback, fostering a culture of continuous improvement and standardization.

3. Internal Moderation

Cross-Subject Review: Internal moderation meetings are held where teachers from different subjects review student work and assessment results together. This helps ensure that grading practices are consistent across subjects and that students are assessed fairly.

Sample Selection: A random selection of student assessments is reviewed during moderation meetings to discuss grading decisions and ensure alignment with established criteria.

4. Calibration Sessions

Aligning Standards: Calibration sessions are organized where educators grade the same set of student work to compare results. Discrepancies in grading are discussed, and adjustments are made to ensure uniformity in standards.

Continuous Feedback Loop: Feedback from calibration sessions is used to refine assessment practices and enhance consistency in future evaluations.

5. Documentation and Review

Assessment Records: All assessment records, including rubrics, moderation notes, and feedback, are meticulously documented. This documentation serves as a reference for future assessments and aids in maintaining consistency.

Annual Review: The assessment process undergoes an annual review to evaluate its effectiveness and make necessary adjustments based on feedback from teachers and students.

6. Transparency and Communication

Clear Communication: The standards and processes for assessment are communicated clearly to students and parents, ensuring everyone understands how assessments are conducted and graded.

Feedback Mechanism: Students are encouraged to provide feedback on the assessment process, helping the school refine its practices and enhance the learning experience.

ROLES AND RESPONSIBILITIES OF VARIOUS STAKEHOLDERS

Effective assessment requires teachers to:

- Make students aware in advance of the criteria for the assessment.
- Maintain detailed assessment records.
- Analyse data to identify patterns in student performance.
- Provide timely and clear feedback that is conducive to future learning.
- Recognise students' different learning styles and utilise assessments to develop these styles. · Engage in self-reflection on their own teaching practices by analysing the outcome of the assessment.

Effective assessment requires parents to:

- Monitor evidence of their wards' learning.
- Encourage their wards to treat the assessment feedback constructively.

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- Provide appropriate support to their wards.

Effective assessment requires administration to:

- Support teachers in maintaining assessment records and in developing new assessment strategies.
- Schedule time for teachers to plan and reflect.
- Provide training on data analysis and use.
- Use student achievement data to set school-wide, departmental, and individual goals. Maintain detailed assessment records and use these to provide achievement information to students and parents in a timely and on-going manner as well as at formal reporting times.
- Evaluate each teacher's effectiveness and use this data for teachers' appraisals.

PARTICIPANTS IN POLICY MAKING

- Correspondent
- Head of the School
- Principal- IB
- Program Coordinators (PYP/MYP/DP)
- Head of Admissions
- Admission Team
- Stakeholders

ACADEMIC INTEGRITY AND THE LEARNER PROFILE

Inquirers: The inquirers attribute of the learner profile promotes curiosity and a love for learning. In the context of academic integrity, this means that students should approach their studies with integrity and diligence, conducting thorough research and respecting the work of others. Inquirers learn to value the knowledge gained from credible sources and understand the significance of using that knowledge responsibly, reinforcing the tenets of academic integrity.

Principled: One of the key attributes of the IB learner profile is being principled. This attribute emphasizes honesty, fairness, and respect for the rights of others. In the context of academic integrity, being principled means that students commit to ethical practices in their academic work, such as producing original content, properly citing sources, and avoiding plagiarism. This principle is foundational for creating a culture of trust and respect within the learning community.

CONNECTIONS TO OTHER IB POLICIES

ACADEMIC INTEGRITY AND ADMISSION POLICY

The Academic Integrity Policy and the Admission Policy of our school are interconnected in fostering a learning environment that values honesty, responsibility, and ethical behavior from the outset of a student's journey. Here's how they relate:

1. **Shared Core Values:** Both policies emphasize the importance of personal responsibility, respect for others, and ethical conduct. The Admission Policy seeks students who align with the school's values, including integrity and a commitment to learning. The Academic

Integrity Policy reinforces these values by ensuring that students maintain honesty and authenticity in their academic work once they are admitted.

2. **Commitment to Ethical Learning:** The Admission Policy looks for students who show potential for inquiry-based learning, critical thinking, and global-mindedness. These qualities are nurtured through the Academic Integrity Policy, which ensures that students engage in ethical research practices, collaboration, and independent learning, fostering a culture of respect for knowledge and the learning process.
3. **Inclusive Support:** Both policies emphasize inclusivity. The Admission Policy ensures that students with diverse needs, including those with special educational needs (SEN), are given equal opportunities. Once admitted, the Academic Integrity Policy supports these students by providing guidance and resources to help them meet the academic integrity standards, ensuring they thrive in an environment of fairness and equity.

ACADEMIC INTEGRITY AND INCLUSION POLICY

At our IB school, both the Academic Integrity Policy and the Inclusion Policy are built on a shared foundation of fairness, equity, and respect for all students. The Inclusion Policy ensures that every student, regardless of their background, learning style, or special educational needs, has access to an equitable learning environment. In tandem, the Academic Integrity Policy guarantees that all students maintain honesty and ethical standards in their work, allowing achievements to reflect genuine effort and learning.

By fostering an inclusive culture where diverse learning needs are met, we reduce the pressure that could lead to academic misconduct. With appropriate support in place for all learners, especially those with special educational needs (SEN), students are empowered to demonstrate their true abilities, without resorting to unfair practices such as plagiarism or cheating. Together, these policies uphold a level playing field where integrity and inclusion are core values in every aspect of school life.

ACADEMIC INTEGRITY AND LANGUAGE POLICY

The Language Policy and the Academic Integrity Policy are both rooted in fostering authentic learning and communication. The Language Policy promotes the development of language skills that allow students to engage meaningfully in academic discourse and express their ideas clearly. The Academic Integrity Policy ensures that these expressions of knowledge and ideas remain authentic, promoting original thinking and ethical use of language in both written and spoken work.

By ensuring that students develop strong language skills, we empower them to communicate effectively and avoid unethical practices like plagiarism. With the ability to express themselves accurately and creatively in the language of instruction, students are more likely to produce work that reflects their own understanding, aligning with the values of academic honesty.

ACADEMIC INTEGRITY AND ASSESSMENT POLICY

The Assessment Policy at our school outlines various forms of evaluation, including projects, exams, and collaborative work, to assess student understanding in different contexts. The Academic Integrity Policy ensures that students complete these assessments with honesty and respect for intellectual property. Both policies emphasize the importance of submitting original

ASSESSMENT POLICY

work that accurately represents the student's own learning journey.

For assessments to be meaningful, they must reflect the student's authentic understanding. The Academic Integrity Policy provides clear expectations for how students should approach assessment tasks ethically, while the Assessment Policy ensures that these tasks are designed to challenge students' independent thinking and creativity, reducing the likelihood of academic misconduct.

CYCLE OF POLICY REVIEW

The policy will be reviewed annually during INSET days as per the curriculum review cycle.

IB STANDARDS AND PRACTICES FOR ASSESSMENT

Our Assessment policy has been aligned with the new IB Standards and Practices, which became effective October 2020. Please note the related standards below.

Culture 5: The school implements, communicates, and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)

Culture 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)

Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)

Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)

Culture 5.4: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)

Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

Culture 6: The school implements, communicates, and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Culture 6.1: The school implements processes with consideration of the relationship between its IB mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built, or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the learner profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

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