



知州知东新区西亚斯外籍人员子女学校
SIAS INTERNATIONAL SCHOOL OF ZHENGDONG NEW DISTRICT, ZHENGZHOU

IB CONTINUUM ASSESSMENT POLICY AND PROCEDURES

[SIAS International School](#)

Reviewed October 2022



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Policy Review by Instructional Leadership Team on October 31, 2022

- Reviewed by Sias IS Staff, Students, and Parents November 2022

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Our Guiding Principles

IB Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more respectful 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.

Sias IS Mission

At Sias International School (Sias IS), East meets West to educate and inspire students to be well balanced with a strong mind, body, and spirit, prepared for academic excellence and innovative leadership in an ever advancing, interconnected and technological world.

Sias Values and Beliefs

Sias IS Students are...

Skilled Communicators who:

- listen, read, write, and speak effectively in more than one language
- find their voice and help others find their voice as they initiate reflective and meaningful conversations
- seek first to understand, then to be understood as they collaborate with team members
- synergize others and realize they win when others win

Innovators who:

- approach their learning creatively, critically, reflectively and with the courage to take risks
- combine science, technology, engineering, mathematics, arts, and sports to gain future-oriented skills
- use design thinking and next-generation technology to solve problems
- apply an entrepreneurial attitude to promote novel solutions

Achievers who:

- perform academically to the best of their ability as they develop their mind, body, and spirit
- use a balance of traditional and innovative approaches in their learning
- are proactive and persistent when they encounter obstacles
- reflect on and repair their deficiencies in mind, body, and spirit

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Successful Global Citizens who:

- understand and respect the cultures and achievements of East and West
- use the wisdom of the past to create a shared vision for the future
- interact appropriately with others of diverse cultures
- act responsibly for a sustainable and harmonious world

Assessment and the Learner Profile

Knowledgeable: We understand that good assessment allows students to demonstrate in-depth knowledge and understanding across all subjects.

Principled: We believe that assessments involve honesty and integrity. Students take responsibility for their learning through the completion of assignments.

Communicators: We understand that assessment is about the communication of understanding, which can happen in many different formats.

Risk-Takers: Assessment involves risk as students must use knowledge in unfamiliar situations. They should be guided to function independently, exploring new situations with confidence to show their understanding.

Reflective: We believe that students need to give thoughtful consideration to their learning and experience. They can assess and understand their strengths and limitations to support their learning and personal development.

Assessment Policy

At Sias IS our commitment is to develop reflective students and teachers who take responsibility for their learning and be an assessment-capable learning community.

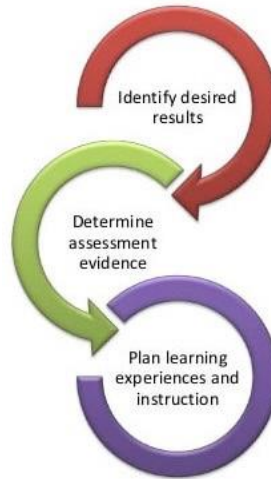
Our Assessment Philosophy

- Assessment is central to the IB goal of thoughtfully guiding students through the five essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastery of skills, the development of attitudes, and the decision to take responsible action – the process of student learning
- We have a clear understanding of the reasons for assessment, what is being assessed, the criteria for success, and the methods by which the assessment is made
- We believe that effective and varied assessments are essential to providing students with ongoing feedback



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- We implement the “Understanding by Design” process (Wiggins and McTighe, 2005). This planning framework encourages teachers to design assessment as an integral part of the planning cycle for the written, taught, and assessed curriculum



- We ensure that assessments are authentic, student-centered, encouraging, and involve student agency
- We use *Assessment for Learning, Assessment as Learning, and Assessment of Learning*
 - Assessment for Learning is formative and informs teaching and learning
 - Assessment as Learning is formative and gives students the opportunities to reflect on their learning
 - Assessment of Learning is summative and is when teachers evaluate student learning and growth against benchmark goals. Therefore, we include a variety of assessment strategies and tools to make the process meaningful and engaging

Assessment Rights, Roles, and Responsibilities

The learning community at Sias IS shares the roles and varying degrees of responsibilities. Both PYP and MYP are informed by assessments, as indicated in the IB approaches to teaching. While assessments may look different in each program, all assessment methods are varied and purposeful. In general, the following roles are appropriate:

School Leadership

- Understands that assessment is central to the IB Programmes’ goal of supporting students through the acquisition of subject-specific knowledge and skills, the understanding of concepts, and the development of approaches to learning
- Informs parents about the various assessment methods and platforms for feedback and any concerns about students’ learning progress
- Provides opportunities for the learning community to develop an understanding of the school’s assessment reporting tools
- Provides a formal reporting twice a year
- Monitors and communicates reporting guidelines



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- Supports teachers through collaborative planning and reflection on developing consistent assessment practices

The Teacher

- Understands that the development of knowledge, conceptual understanding and skills requires that both teachers and students demonstrate **assessment capability** by having a clear understanding of the reason for the assessment, what is being assessed, the criteria for success, and the methods by which the assessment is made
- Provides timely and meaningful feedback and communicates learning progress
- Evaluates students' needs prior to the assessment through benchmark, formative, and summative assessments
- Differentiates assessments to meet the instructional needs of all students
- Communicates the success criteria for assessments
- Guides students on appropriate assessment practices and behaviors
- Informs and/or encourages co-planning success criteria with students
- Teaches skills to demonstrate academic honesty
- Provides inclusive access arrangements, such as extended time, frequent breaks, reader, scribe, individualized/small group setting, use of assistive technology devices, etc., as needed by the student
- Moderates grade level common achievement criteria

The Student

- Knows the reason for the assessment, what is assessed, each assessment's success criteria, and the method by which the assessment is made
- Collaborates to design their learning goals and/or success criteria
- Exchanges meaningful feedback to acknowledge, reflect, and act upon the assessment feedback to reach higher levels of learning
- Continues to approach assessments with a growth mindset
- Is assessed in the appropriate physical environment
- Demonstrates academic integrity by being principled
- Has the right to be assessed with consideration to their individual learning profile, cultural and linguistic background

The Family

- Participates in opportunities to develop an understanding of the school's assessment policy and reporting tools (online platform, conferences)
- Understands the method of effective feedback to provide encouragement and support for the growth of their child
- Uses the program's reporting tool to stay informed about the progress of students' learning, both academically and socially
- Continues to approach assessments with a growth mindset

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Connections to the other IB Policies

Assessment and Language

At Sias IS, assessment of language learning is an on-going process throughout the school year using formative and summative assessments and informal situations (e.g., learning experiences and inquiry). All four skill areas (reading, writing, listening, speaking), including the use of grammatical structures, are regularly assessed using level indicators of the student's language phase assessment objectives. A range of formative and summative assessment measures are used. The EAL Program is subject to the Sias IS Assessment Policy and the grading scheme used in report cards.

Assessment and Admissions

English Placement/Admissions test

Students applying for admission to PYP 4, PYP 5, and MYP must take an English placement/admissions test before entry. The English screening test is also used as a language placement test to ensure accurate language or phase placement and admission to the school. Student admission and placement are based on academic records, language background information, and the Home Language Survey.

The Academic Leadership Team will determine the specific placement tests for each level. Upper PYP and MYP students performing severely below grade-level expectations, unable to access regular English pathways, may be asked to join the after-school English Language Support Program paid separately from regular tuition by the parent/guardian. An individualized learning plan will be created for the student.

Assessment at Sias IS

Assessment has four dimensions: **monitoring**, **measuring**, **documenting**, and **reporting** on learning. Each of these aspects has its own function, but they all aim to provide evidence to inform learning and teaching. Although the four dimensions of assessment are not weighted the same, each dimension has its own importance and value. (*Assessment, From Principles into Practice, 2019*)

Assessment is an essential tool used to guide instruction. Each unit begins with an initial assessment to gauge students' prior knowledge and skills. Throughout the unit, various formative assessments are utilized to guide the instruction and the learning. At the end of each unit, students are asked to self-reflect and make contributions to their portfolios



Monitoring and Measuring Learning at Sias IS

Assessment Methods

All assessment and the recording of methods is based upon the IB philosophy on assessment. Sias IS uses different types of assessments to support students' learning process:

- **Pre-Assessment:** Assessments used to determine existing knowledge and experiences
- **Self-Assessment:** Tasks in which students actively reflect on their performance on assignments
- **Peer and Group Assessment:** Tasks in which students actively evaluate each other's learning by providing feedback
- **Formative Assessment:** Assessments that are woven into the daily learning process. Formative assessment provides teachers and students with information about how learning is developing. It raises student awareness and helps them reflect on their learning. It guides the teacher when planning the next stage of learning.
- **Summative Assessment:** Occurs at the end of a teaching and learning cycle. Students are given the opportunity to demonstrate what they have learned by applying their knowledge in a range of contexts and formats.

Assessment Tools

A number of assessment tools are in place so that students build upon their knowledge and understanding. These tools help them know the focus of an assignment and to clarify each task and its success criteria.

- **Observation:** All students are observed regularly with a focus on the individual, the group, and/or the whole class.
- **Visible Thinking Routines:** Assess enduring understanding of a central idea
- **Rubrics:** Established sets of criteria used for grading students' tests, portfolios, or performances. The descriptors tell students and the assessor what characteristics or signs to look for in the work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers.
- **Exemplars:** Samples of student work that serve as concrete standards against which other samples can be compared and judged. Exemplars can be used with rubrics or continuums.
- **Checklists:** Lists of information, activities, data, attributes, or elements that should be present in the task delivered by the student.
- **Anecdotal Records:** Brief, written notes based on observation of students. These records are systematically compiled and organized and are used as evidence of student learning.
- **Continuums:** Visual representation of developmental stages of learning. They show a progression of achievement or identify where a child is in their learning process.
- **Class Assignments, Test/Exam Results:** Scores that provide data to allow teachers to identify students' specific knowledge and understanding; track student progress and achievement; better support students' further learning; and evaluate, plan, and developed the curriculum. These tools provide an overview of knowledge gained over a set period. Both internal and external tests are used.



- **Performance Based Assessments:** Students are presented with a task or real-life challenge that requires the use of a repertoire of knowledge and skills to accomplish a goal. This type of assessment entails the thoughtful application of knowledge and understanding, has an identified purpose or audience, an established criterion and requires the development of an authentic product or performance.
- **Approaches to Learning Skills Assessment: Evaluation** of students' research, thinking communication, self-management, and social skills. The focus is on the process and skill application rather than on the product. These skills are regularly observed and recorded in real contexts.
- **Open-Ended Assessments:** Students are presented with a challenge and asked to provide an original response. The answer might be a brief written answer, a drawing, a diagram, or a solution.

Documenting and Reporting Student Assessment

Students and teachers make agreements on keeping record of assessments to document student academic performance, learning goals, questions, reflection, and evidence of learning using various formats, such as:

- **Digital Portfolio:** The purpose of a student portfolio is to help students reflect on their learning, to show growth over time and to show development of the whole child both inside and outside of the Program of Inquiry in all subject areas. The portfolio is student-driven and allows all those involved in the learning process to see a true picture of the child. IT may also serve to help the teacher reflect, assess, and teach.
- **Online Data Management Systems:** Systems, such as ManageBac or GOLD, are used to record and manage student assessment data
- **Co-Creating Learning Goals with Students:** The purpose is to implement student agency and help students see that they take ownership of their learning. Learners should develop skills in monitoring and adjusting their own goals. Working toward goals they have set themselves is more purposeful and meaningful. Students are usually more motivated to self-regulate their own learning. Students co-create learning goals throughout the school year and record them in their digital portfolio.
- **Learning Journals:** The purpose of learning journals is to record reflections and feedback of student learning.
- **Conferences: Students'** learning goals are presented during 3-Way Conferences in November. Student-led conferences take place in . Students celebrate their learning growth through performance and goals. Using their portfolios, students share about their learning journey and personal growth.
- **PYP Exhibition: Students** engage in an in-depth, collaborative inquiry. They synthesize and apply their learning of previous years and reflect upon their journey through PYP Grade 5. The purpose of the exhibition is to unite the students, teachers, parents, and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP.

PYP Assessment Criteria



This is the PYP assessment criteria used for developmental stages and recorded on Report Cards.

Level	Description
NE	No evidence** (teacher provides description)
Below Expectations	<ul style="list-style-type: none">• Student performance does not demonstrate an understanding of the knowledge or skills expected at the current grade level.• Students rarely demonstrate the application of skills.
Approaching Expectations	<ul style="list-style-type: none">• Student performance demonstrates a partial understanding of the knowledge and skills expected at the current grade level.• The student demonstrates an inconsistent application of skills.
Meeting Expectations	<ul style="list-style-type: none">• Student performance demonstrates an understanding of the knowledge and skills expected at the current grade level.• The student demonstrates a consistent application of skills.
Exceeding Expectations	<ul style="list-style-type: none">• The student independently and consistently exceeds grade-level standards.• The student demonstrates a mastery of the application of skills.

**Teachers must be proactive by collaborating with parents and leadership in identifying strategies in supporting students OR if a student joins the school in the middle of the year, it will be recorded



MYP Assessment Criteria

MYP subject teachers must follow Assessment criteria as prescribed in the respective subject specific guides for teaching and learning.

Students' progression of learning must be regularly reported using the prescribed assessment criteria in the subject specific guides. The criteria strands, its understanding and ATL skills involved must be taught during teaching and learning. The MYP subject guides provide Assessment criteria for MYP 1, MYP 3 and MYP 5 and their use is mandatory for learning, teaching, and assessment.

The MYP assessment criteria across subject groups can be summarized as follows.

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
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	Investigating	Developing	Creating/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
Community project	Investigating	Planning	Taking action	Reflecting
Personal project	Planning	Applying skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

Schools must regularly report student progress towards the MYP objectives using the prescribed subject-group assessment criteria. The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught. They encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Assessment criteria for years 1, 3 and 5 of the programme are provided in MYP subject-group guides, and their use is mandatory.

In practice, schools often introduce objectives and criteria for MYP years 3 and 5 in the previous year so that students in MYP years 2 and 4 become familiar with, and begin working towards, stated requirements, adapting and interpreting them in ways that are developmentally appropriate.

MYP: From principles into practice, 2014 (Updated August 2022)

Assessment criteria to follow for teaching and grading

- MYP1 subjects will follow MYP Year 1 Assessment Criteria
- All MYP 2 subjects to follow diluted MYP3 criteria to make it age-appropriate
- MYP3 to follow MYP Year 3 Assessment Criteria
- MYP4 to follow diluted MYP 5 criteria to make it age-appropriate
- All MYP 5 subjects to follow MYP Year 5 Assessment Criteria



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

Using Grade boundaries and descriptors- Determining final grade for Report Cards

Teachers have to determine a criterion level total by totalling the levels of achievement in each of the subject criteria. This shouldn't be done by averaging the summative performance levels, but rather, by judging the overall improvement and final level of achievement which the student has reached at that point. Criteria level achievements are transformed into grades by using grade boundary tables.



Grade	Boundary guidelines	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.
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.

MYP: From principles into practice 

Final Assessment for MYP: Personal Project

All MYP Year 5 students must participate in a Personal Project. They must engage in self-motivated inquiry-driven project work for an extended period. The Personal Project should be an independent project based on students' aspirations and supported by the Personal Project Coordinator and supervisors. The final Personal Project work should be evaluated by the Supervisors along with other



MYP teachers for internal standardization of the final achievement level based on the latest publication of the Personal Project Guide. The Personal Project Coordinator or the MYP Coordinator submits the final achievement levels on IBIS for external moderation. The IBIS moderates the achievement levels given by the supervisors and releases the final grade for the Personal Project to schools in the month of August for a May Session assessment cycle. The moderated final grade and MYP Certificate are shared with respective MYP Year 5 students.

MYP: From principles into practice, pages 79 to 94, 2014(Updated 2022),

Cycle of Review

Following a full review by teachers, students, parents, the Instructional Leadership Team, the Academic Leadership Team, and the Board of the school.

There is a commitment from the whole school community to invest in continuous review and training to ensure language systems used are accurate, manageable, and fit for purpose. This will ensure the system is transparent and effective of practice. This policy has been published on November 7, 2022 and applies until June 2025.

Appendix

Homework Policy Sias International School Proposed Homework Policy



Purpose of Homework

At Sias IS, we see homework as any work or activity that students are asked to do outside lesson time, either on their own or with parents. Homework should be a pleasant experience and, in general, should be used to reinforce work done in school. This gives students the opportunity to practice and reinforce what is learned at school. In addition, parents have an opportunity to discuss schoolwork with their children. As in all areas of school life, it is essential that parents and school are clear about what is to be achieved and are mutually supportive. We see homework as part of the wider home-school partnership between parents and school.

Goals

Our goals are:

- to encourage and enhance the learning and work ethic of our students
- to provide opportunities for parents and children to work together to enjoy learning experiences
- to develop an effective, home-school partnership in children's learning
- to ensure consistency of approach throughout the school
- to encourage a sense of responsibility in the children and help them develop the confidence and self-discipline needed to study on their own and prepare them for success in the progression of their learning journey through PYP, MYP, DP, and college

The Nature of Homework

- homework will be appropriate to the age and ability of students
- homework tasks will be varied and structured. Teachers will monitor homework and explain the purposes of tasks
- as part of the learning process, homework is designed in a way that closely aligns with the curriculum and lesson planning
- homework is designed in a reasonable amount to help students practice and review their daily learning

Time Allocation

Pre-K

- 10 minutes – Parents read aloud to students (English and/or Mandarin)
- Weekly (not required) – recite nursery rhymes

Kindergarten

- 10 minutes – Parents read aloud to students (English and/or Mandarin)
 - As student progress in their reading, they can read aloud to parents
- Choice Board – list of activities derived from the GOLD objectives
 - Semester 1 – not required
 - Semester 2 – required

Grade 1

- Read 10 minutes (English and/or Mandarin)
- Pinyin Calligraphy – assignments will not exceed 10 minutes
- Assignments for that require writing/speaking will not exceed 10 minutes



Grade 2

- Read 10 minutes daily (3 days English and 2 days Mandarin)
- Assignments for that require writing/speaking will not exceed 20 minutes

Grade 3

- Read 20 minutes daily (3 days English and 2 days Mandarin)
- Assignments for that require writing/speaking will not exceed 30 minutes

Grade 4

- Read 20 minutes daily (3 days English and 2 days Mandarin)
- Assignments for that require writing/speaking will not exceed 30 minutes

Grade 5

- Read 20 minutes daily (3 days English and 2 days Mandarin)
- Assignments for that require writing/speaking will not exceed 40 minutes

MYP 1

- Read 30 minutes daily (English or Mandarin)
- Assignments for that require writing/speaking will not exceed 50 minutes

MYP 2

- Read 30 minutes daily (English or Mandarin)
- Assignments for that require writing/speaking will not exceed 1 hour

MYP 3

- Read 30 minutes daily (English or Mandarin)
- Assignments for that require writing/speaking will not exceed 2 hours

Role of the Teacher

- Ensures homework is recorded in the **student agenda**
- Ensures that assigned homework reinforces concepts and skills taught in class
- Ensures that feedback will be given in a timely manner

Role of the Parent/Guardian

- Assists students in planning time wisely to complete assigned homework
- Checks for homework assignments in student agenda
- Helps students choose a quiet place and time to complete homework
- Supports, clarifies, and motivates, but does not complete students' homework
- Talks with the teacher if the assignments are too difficult or time consuming. Learning rates vary so it is difficult to articulate an exact amount of time that should be spent on homework each evening

Expectations for Students



- Record homework in student agenda
- Consult your teacher in time regarding questions assignments
- Complete assigned homework and return it on the date it is due

Consequences if students fail to complete homework

- To be determined

Feedback for students, parents, and teachers

When homework tasks are done with adults, children receive immediate feedback. When homework is done on their own, children will receive feedback through class discussion, tests, and/or individual comments by the teacher. We believe it is important that children's efforts and achievements are recognised generally within the school so as to maintain motivation.

Success Criteria

The success of this policy will be measured against:

- Students' progress and their attitude to learning
- Greater parent involvement in students' learning

IB Standards and Practices for Assessment

Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching, and assessment. (0404-01)

- Approaches to assessment 1.1: Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation. (0404-01-0100)
- Approaches to assessment 1.2: The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching, and assessment. (0404-01-0200)

Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)

- Approaches to assessment 2.1: Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)
 - PYP 1: Teachers document and analyze student learning over time to design learning experiences based on data. (0404-02-0111)
 - MYP 1: Teachers plan and design the assessment of student learning based on the criteria and procedures in accordance with programme documentation. (0404-02-0121)
 - MYP 2: The school records criterion level totals and submits MYP personal projects for IB moderation in accordance with programme documentation. (0404-02-0122)
- Approaches to assessment 2.2: The school demonstrates that assessment practices are formed around conceptual learning. (0404-02-0200)
- Approaches to assessment 2.3: The school ensures that from the time of enrollment students and legal guardians are aware of and have access to documentation describing the relevant programme regulations and requirements regarding assessment. (0404-02-0300)



Approaches to assessment 3: The school administrates assessment consistently, fairly, inclusively, and transparently. (0404-03)

- Approaches to assessment 3.1: The school administrates assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)
 - MYP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0121)
- Approaches to assessment 3.2: The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200)
- Approaches to assessment 3.3: The school ensures that external reporting and/or predictions are as accurate as possible and are appropriately designed for the contexts in which they are required. (0404-03-0300)
 - MYP 1: (if applicable) The school communicates accurate and honest predicted grades for MYP on- screen examination subjects to the IB. (0404-03-0321)
- Approaches to assessment 3.4: The school implements, communicates, and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400)
- Approaches to assessment 3.5: The school monitors and evaluates the delivery of assessments to ensure that they are as seamless as reasonable. (0404-03-0500)

Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04)

- Approaches to assessment 4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)
 - MYP 1: All students in MYP year 5 complete the personal project, and all students finishing the programme in year 3 or 4 complete the community project. (0404-04-0121)

SIAS IS Assessment Policy Committee

- Remi Fan, EYP Teacher Assistant
- Kenneth Lim, EYP Homeroom Teacher
- Matthew Inwood, EYP/PYP PSPE Teacher
- Nicole Dorn, PYP Homeroom Teacher
- Nina Liao, PYP Homeroom Teacher
- Kairavi Oza, PYP Homeroom Teacher
- Lily Wen, PYP Teacher Assistant
- Ethel Nicole, MYP Language Acquisition Teacher
- Sveta Rhodes, MYP Art Teacher
- Nicholas Bond, Student Support Specialist
- Arif Minhal, MYP Coordinator
- Jules Sali, PYP Coordinator
- Addie Christian, Principal