



INTERNATIONAL
COMMUNITY
SCHOOL

Assessment Policy and Practice Handbook

This Policy & Practice shall be reviewed every year by the Office of Learning and the Schoolwide Leadership Team.
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Purpose

The purpose of this document is to present:

- our school philosophy on the purposes of assessment
- the guiding principles behind assessment approaches taken at ICS in the three IB programmes: the Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma (DP), the Career-related Programme (CP) and the ICS High School Program
- the relationship between instruction, assessment, feedback and reporting
- descriptions of the kinds of assessment ICS uses
- common definitions for the terms involved in assessment

Assessment Philosophy

At ICS Addis, we believe that assessment is an integral tool, used to evaluate and inform our students' growth and development throughout their learning journey. This growth and development considers knowledge and understanding of large, conceptual ideas, and also an awareness of both academic and personal skill development.

Personalized assessment practices provide feedback to students and reflection on best practices for fostering growth, which allows each student to be assessed as an individual with unique experiences, strengths, and areas for improvement.

Assessment at ICS aligns with our values of taking care of ourselves, each other, and this place in the varied nature and skill development experienced by students throughout this process. Assessment as a tool for growth creates a community of learners who are self aware and committed to the ICS Mission of challenging ourselves to nurture the character, talent, and intellect that make us positive contributors to our community and our world.

Connections to other ICS Policies

Language

Students with an identified language development profile will be provided with reasonable and appropriate accommodations for assessment. Other assessments may be used to support placement or measure growth (see [Language Policy](#))

Academic Integrity

Students and teachers have rights and responsibilities to develop and maintain standards for academic integrity during assessments (See [Academic Integrity Policy](#))



Admissions

During admissions, there may be assessments administered to determine class or course placement. Assessments are not required for school admissions (See [Admissions Policy](#))

Inclusion

Students with identified learning support needs will be provided with reasonable and appropriate accommodations for assessment (See [Inclusion Policy](#))

Artificial Intelligence (AI)

ICS supports the use of AI in teaching, learning, and assessment, provided we follow the guidelines for AI use (See [Artificial Intelligence Policy](#))



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Foundational Principles

Vision

We strive to be Our Best with Africa and Our world.

Mission

We nurture the talents, character and intellect of all learners, challenging them to be a positive influence and empowering them to excel in their world.

IB Learner Profile

The Learner Profile is the core and foundation of what we teach at ICS. We believe that these traits will help our students develop into compassionate, engaged and active global citizens.

PRINCIPLED: 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.

CARING: 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.

THINKERS: We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

OPEN-MINDED: 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.

KNOWLEDGEABLE: 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.

COURAGEOUS: 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.

INQUIRERS: 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.

BALANCED: 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.

REFLECTIVE: 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.

COMMUNICATORS: 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.



Our Core Beliefs about Assessment / Essential Agreements

Beliefs	Practice
We believe that effective assessment is...	Therefore we...
An ongoing process that informs learning and teaching	<ul style="list-style-type: none"> work within collaborative teams to gather, analyze, reflect on, and act upon data (the PLC process) provide feedback that is clear, specific, meaningful, and timely design varied and authentic engagements that gather data for learning, as learning, and of learning
Transparent and equitable	<ul style="list-style-type: none"> assess understanding and behaviors separately provide inclusive accommodations to ensure all children have the opportunity to demonstrate their understanding clearly communicate the learning goals and success criteria
Aligned to the learning goals (the answer to PLC Question 1)	<ul style="list-style-type: none"> align success criteria with learning goals design learning engagements aligned with the learning goals
Inclusive of students	<ul style="list-style-type: none"> develop students who have diverse assessment capability provide ongoing opportunities for peer and self-assessment
Personalized	<ul style="list-style-type: none"> honor the voice and choice of students in how they demonstrate their understanding
Asset-based and rooted in the belief that all students can learn at high levels	<ul style="list-style-type: none"> provide students with multiple opportunities to demonstrate proficiency of learning
Honoring the whole child	<ul style="list-style-type: none"> build wide relationships with all stakeholders to gather data we might not otherwise witness

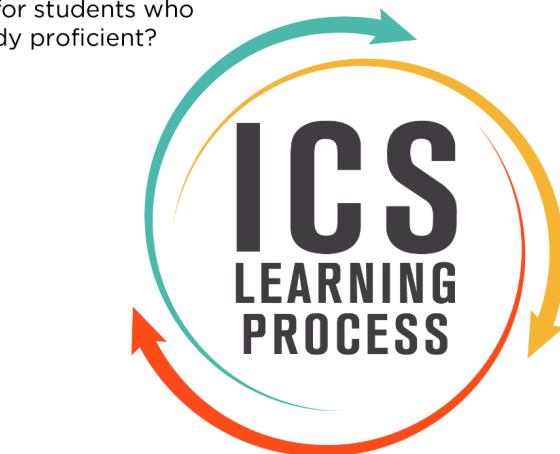


Learning and Assessment Cycle

REFLECTION

Q3: How will we respond when some students do not learn?

Q4: How will we extend the learning for students who are already proficient?



ACTION

Q 2: How will we know if they learn it?

INQUIRY

Q 1: What do we want all students to know, understand and be able to do?



Internal Assessments

Internal assessments are designed by teachers and play a vital role in the learning process at ICS. Our use of assessment can be divided into five categories:

1. *Planning* – when considering question 1, assessments are used to backwards design learning experiences.
2. *Evidence* – when considering question 2, assessments are used to gauge what students know, understand, or are able to do.
3. *Feedback* – when considering questions 3 and 4, feedback from assessments is used to support continuous improvement and learning
4. *Recording and Reporting* – how teachers record the evidence of learning and communicate it to students, parents, teachers and external organizations.
5. *Evaluation* – how teachers judge the evidence to determine achievement.

1. Planning

When teachers design units, they begin with learning goals and outcomes, and create assessments that allow students to demonstrate their learning. Unit design would include combinations of formative and summative assessments that allow for engaging and focused learning activities.

In conjunction with the assessment, the planning process includes an emphasis on the IB philosophy that encourages relevance, authenticity, as well as agency, differentiation and an international mindset. The inquiry process drives learning and connects the assessment with activities and outcomes.

Assessments are designed with clear outcomes and success criteria that are connected to the central ideas or essential questions from the written curriculum. Evidence of learning can be collected in a variety of ways, and assessments will have explicit goals, targets, or indicators of learning. Choices of assessments will be determined by the nature of the subject or unit of inquiry.

2. Evidence

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



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

- in-class formative and summative assessments
- comparisons of work against explicit rubrics and exemplars
- measures of work against external benchmarks and/or personal targets
- reviews of external assessment results

Students can also gain meaningful insight on their learning from assessments. Developing student agency requires using assessment as a means of learning. Students can co-create their learning experiences through:

- the design of the assessment tasks and rubrics
- the peer review of each other's work
- the redrafting of work submitted in response to feedback given

All of the above enable students to learn through the assessment process.

3. Feedback

Students are given feedback regularly on their progress toward the stated learning goals and outcomes as well as given advice on how to grow and reach the outcome. Feedback can be given during classroom activity or on submitted work. Feedback is shared in a timely manner and could be oral, written, or electronic.

4. Recording and Reporting

Good record keeping and documentation is vital for teachers to have a clear understanding of student learning. Whether done electronically or otherwise, recording offers evidence about the strengths and areas of development for the individual student. It is equally important to share learning information with other stakeholders.

Keeping families up to date is the most effective way to ensure an effective school and home partnership. Communication about student growth can help strengthen the development of learning goals and give families the opportunity to develop ways to support students at home. Equally important is understanding how students respond to and share their learning at home, which can also shape how instruction can be adjusted at school.

Developing an assessment capable and informed community creates opportunities for all stakeholders to take action on their learning and empowers learner agency. Effective reporting provides positive communication and motivates and reinforces our mission of nurturing all learners in reaching their personal bests.



5. Evaluation

Analysis of the data from reporting can reveal trends in student performance. Taking a proactive, learning focused, and collaborative approach enables students to adapt their learning behaviors to more effective ones, educators to use the data to adjust their instruction and additional stakeholders the opportunity to monitor progress and determine next steps. Engaging students in the assessment, learning, and reflection process empowers them to set meaningful goals and play an active role in making meaningful progress.

Assessment is both an inward and outward looking process that provides all stakeholder information regarding curriculum, pedagogy and practices. Accessing and interpreting data within the school and in comparison to international benchmarks provides evidence of effectiveness and determines next steps which are data informed, timely and measurable. Clearly evaluation of performance brings in a level of accountability from all stakeholders – teachers, students and parents.

External Assessments

Measures of Academic Progress (MAP) for G2-10 students

MAP is a trusted and innovative assessment for measuring achievement and growth in G2 – G10 math and reading. It provides teachers with accurate, actionable evidence to help inform instructional strategies regardless of how far students are above or below grade level.

For more information click [HERE](#)

Cambridge Center for Evaluation and Monitoring (CEM) for G11 IBDP/IBCP students

CEM empowers teachers to unlock their students' potential through evidence-based, research-informed assessments so schools can put insights into action.

CEM is a part of Cambridge University Press & Assessment and shares its mission 'to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence' and is committed to making sure they can continue to:

- Help teachers turn data into knowledge
- Bridge the gap between research and practice



- Provide evidence to support good decision-making

For more information click [HERE](#)

WIDA

WIDA MODEL (Measure of Developing English Language) is a suite of English language proficiency assessments for grades K-12. As a flexible, on-demand language proficiency assessment, WIDA MODEL can be administered at any time during the school year, depending on the needs of the school, teacher, or student.

For more information click [HERE](#)

Other external assessments

- IBDP/IBCP Examinations
- Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)
- Scholastic Assessment Test (SAT)
- American College Testing (ACT)

Benchmarking with Learning Analytics

In a rapidly changing world, ICS recognizes the importance of leveraging the power of learning analytics to optimize learning and guide planning and instruction. ICS utilizes LAC - Learning Analytics Collaborative (Consilience) to visualize data, identify patterns, provoke new thinking and questions, recognize areas where action is needed and share data in interesting and compelling ways. The learning data in LAC includes external and internal assessment data.



Definition of terms

Assessment for/as Learning (Formative Assessments)

Formative assessments (assessment **for** learning) are ongoing assessments and observations that provide meaningful feedback on a student's understanding of the concepts and what the students know and are able to do. Formative assessments inform, monitor student learning, shape instruction and improve student learning.

Formative assessments (assessment **as** learning) provide opportunities for students to try new approaches, make managed errors, and learn from their mistakes in a low-risk learning environment. Formative assessments can be used by students to guide their own learning and learning processes.

Assessment of Learning (Summative Assessments)

Summative assessments (assessments **of** learning) are designed to evaluate student learning by measuring achievement against the criteria. Summatives can be used at the completion of an instructional unit or course.

Criteria and Objectives Based Assessment

The IB identifies criteria and objectives for the MYP and DP/CP, what every student should know, understand, and be able to do, in each subject area and grade level. These criteria and objectives set high expectations for ICS learners, teachers, and the school. Criteria and objectives based assessment are aligned to the curriculum and measure a student's performance against intentional learning goals and success criteria that outline the levels of achievement. MYP criteria is assessed twice per strand during the school year, and a final 1 - 7 grade determined on the End of Year report.

For more information about recording and reporting in the MYP see the [MYP Recording and Reporting handbook](#).

Learning goals

The answer to PLC Question 1, what a student is expected to know, understand and be able to do at the end of a learning engagement or larger period of time such as a unit of study. These include the concepts, knowledge, skills and dispositions required to achieve proficiency and are phrased in language that is accessible to students.

Success criteria

Specific indicators that determine levels of proficiency and areas for growth. These are used to inform next steps in the learning process.



Assessment capabilities

The ability for students to assess self and others through reflection in order to build knowledge and understanding of the learning goals, as well as success criteria. Over time, students move from being self assessors to self-adjusters.

Asset based

An approach to thinking about students in relation to their strengths rather than their deficits.

Learning engagement

Teacher designed time for a student to engage with materials in order to explore a specific learning goal. Also, an opportunity for students to explore and engage in a self-directed manner with concepts and materials. Used interchangeably with learning experience.

Inquiry

ICS believes that all students will develop enduring understandings by demonstrating growth in their ability to generate questions, critically research, analyze information, take action and reflect in an inquiry-based learning environment.

The IB Defines Inquiry as...

- speculating, exploring, questioning
- making connections between previous learning and current learning
- researching
- developing and testing theories
- collecting data, reporting findings and constructing explanations
- clarifying existing ideas and reappraising perceptions of events
- identifying assumptions
- taking and defending a position
- solving problems in a variety of ways
- analyzing and evaluating
- considering alternative explanations.

We use the ICS Inquiry Cycle to frame our planning.

Action

Action is a means for students to show that they have linked their learning to real-life issues and opportunities, and that they are developing responsible dispositions and behaviors towards social and physical environments and to the community within and beyond school. Through action, students develop a sense of belonging to local and global communities. They understand and



recognize the interconnectedness and interdependence of issues, and consider these from multiple perspectives (Oxfam 2015, UNESCO 2015).

ICS believes that action should be student-initiated and provoked by a concept that students have engaged with or researched. Through action, students develop a deeper understanding of issues and seek ways of bringing positive change either individually or collaboratively.

According to IB, Action could be:

- a change in attitude
- a consideration or plan for action in the future
- a demonstration of responsibility, or of respect for self, others and the environment
- a commitment to leading or participating in a youth advocacy group
- an engagement in school decision-making or an expression of support in community, local and global decision-making.

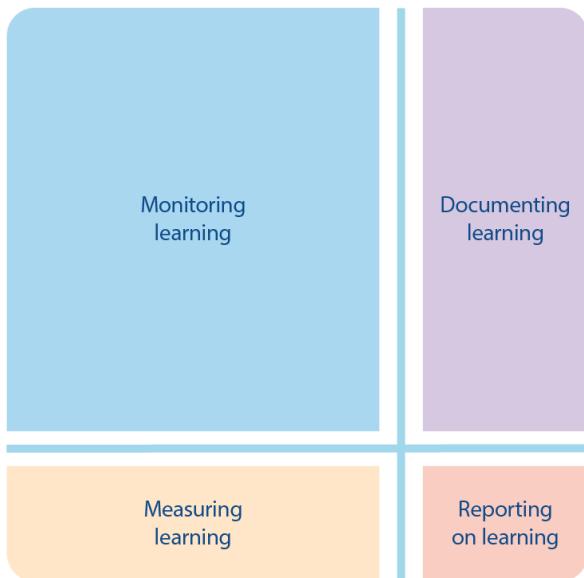
Reflection

Reflection is central to building a deep and rich experience in learning. It leads to improved problem-solving, higher cognitive processes and greater depth of understanding. Reflection is a dynamic means for self-knowing, learning and decision-making and can take many forms. Reflection is supported through the IB Approaches to learning Framework.



Sectional Program Policies

Early Years and Elementary School - Primary Years Programme (PYP)



“PYP assessment has four dimensions: monitoring, documenting, measuring and reporting on learning. Each of these aspects has its own function, but 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. The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner” (IB PYP, Learning and Teaching, p. 74).

(Figure AS03 in the document [Learning and Teaching](#), pg. 74)

For more information specific to assessment in the PYP, visit the [Learning and Teaching document](#) and refer to the [ES Procedures document on the ES Mudai](#).

Middle Years Programme: MS 6- 8 and HS 9 - 10 High School: ICS High School & Diploma and Career Related Programmes

The MS and HS share common practices and procedures for assessment and reporting across school sections to ensure continuity of the programme.

Assessment Practice

Assessment practice aims to use evidence to check the progress of learning against goals and success criteria.

- Teachers provide support for assessments according to the [MS and HS Student/Parent Handbook](#) guidelines



- Students shall follow the guidelines for responsible assessment practice as stated in the [MS](#) and [HS Student/Parent Handbook](#)
- As an inclusive school, assessment practices at ICS are aligned with our [Inclusion](#) and [Language Policy](#) and practices.
- It is the responsibility of teachers, students and parents to ensure they have read and understood the Assessment Policy and the guidelines included in the Student/Parent Handbooks.
- Academic Integrity in the assessment practice is the responsibility of all, and is outlined in both the [Academic Integrity Policy](#) and the [MS & HS Student/Parent Handbook](#).

In IB programmes, assessment forms an integral aspect of teaching and learning. To understand what students have learned, and to monitor their progress, teachers use a range of assessment strategies that provide meaningful feedback. IB assessment supports good classroom practice by encouraging authentic performances of understanding that call for critical and creative thinking.

(MYP – From Principles into Practice, 2014)

IBDP / IBCP

- Assessments in the IB Programmes are aligned with the assessment policies of the IB and can be found in the Student/Parent Handbook.
- Main practices for the IBDP and IBCP in the Student/Parent Handbook include (but are not limited to): an IB formal assessment calendar, mock exams, predicted grades, standardization and moderation.
- Further, for the IBDP/CP Programmes, standardization is specifically designed to support student growth and understanding of the course components. Teachers take part in standardization on all summative tasks. Within the ISSEA region, teachers are also expected to collaborate with other teachers in their subject area for these purposes.

Communicating Learning

Reporting on learning informs members of the learning community on the growth of the student, including identifying next steps.

- A calendar of reporting on set grading periods throughout the year to report the most relevant information to students and parents.
- All grading period grades from all classes are shared via the student information system used by the school.

Recording and Reporting Learning



The MYP at ICS has developed a comprehensive feedback and reporting framework to communicate to parents and students assessment as, of and for learning through:

- Formative Assessment - Conferring model or written feedback
- End of unit Summative comments which focus on criteria and growth based comments based on Approaches to Learning skills.
- Parent Student Teacher Conferences
- Student Led Conferences which are portfolio based and support learning through Approaches to Learning Skills

Documenting learning evidences a student's learning journey over time and can be shared with others.

Tools we use at ICS:

- PowerSchool
- Google Classroom
- Toddle

Scheduling

Teachers utilize Toddle Calendar 6- 8 and Google Calendars in Gr 9 and 10, (specific assessment calendars) to help students proactively keep track of their assessments. The guidelines below are intended to help students remain balanced and manage their learning.

Teachers should consult the assessment calendars to ensure that:

- No more than 2 in-class summatives on the same day (presentations, exams or tests).
- Exception for 3rd assessment if it's a project-based assessment (essay, group project, individual project, etc.) where there has been class time given to complete the project and the student's responsibility is to submit the task on that day.
- Documenting learning evidences a student's learning journey over time and can be shared with others.

Tools we use at ICS:

- PowerSchool
- Google Classroom





- Toddle



Home learning

- In the Middle School students have a dedicated GROW time period to complete their learning engagements and assessment tasks to support development of organisation and self management skills. We aim to limit home learning and encourage teachers to design tasks which are project based and can be completed in class with teacher support to support students wellbeing and social development outside the classroom.
- As stated in the High School Handbook, we believe in a balanced lifestyle approach to learning. Home learning tasks, when assigned, are used to empower our students through purposeful learning experiences. Home learning tasks are authentic and differentiated for individual students to represent a consolidation and for some students an extension of learning targets within current subject units or topics. Home learning is integrated within lessons.

Measuring Learning

Measuring learning captures student knowledge, skills, and understanding at a certain point in time and can be used to see growth over a period of time. *Not all learning can be, or needs to be, measured.

- All ICS-Based Courses are assessed on the ICS High School 7-1 scale according to the descriptors found in the Student/Parent Handbook, and Subject-Specific Assessment Criteria
- All IB MYP Courses are assessed on the MYP Grade Boundaries (1 - 7) and Subject-Specific Assessment Criteria which are assessed twice a year.
- For IBDP/IBCP Internal and External Assessments, the DP 7-1 Descriptors are used for assessing student growth
- Teachers use formative and summative assessments to promote and monitor student growth and communicate with parents assessment levels in 10 working days

For more information see the [MYP Reporting and Assessment](#) and [Academic Integrity Handbooks](#)



Connections to IB Standards and Practices

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)

Coherent curriculum 3: The school develops, regularly reviews and shares its curriculum in ways that explicitly engage the school community. (0401-03)

- Coherent curriculum 3.3: The school reviews IB requirements for learning, teaching and assessment, and communicates them to the school community. (0401-03-0300)

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)



- 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 administers assessment consistently, fairly, inclusively and transparently. (0404-03)

- Approaches to assessment 3.1: The school administers assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)
- 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)
- 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)





Works Cited

["Assessment Principles and Practices"](https://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/assessment-principles-and-practices-2018-en.pdf) IBO.org, International Baccalaureate Organization, 2018,
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