

Diploma Programme Assessment Guidelines for Nagoya International School

This document outlines the assessment and reporting procedures
for the International Baccalaureate Diploma Programme (IBDP) at Nagoya International School.

This document serves as an appendix to the whole school Assessment Policy, and focuses solely on assessment procedures for staff in the DP. It should be read in conjunction with the whole school Academic Integrity Policy, which can be found on the Parent Portal.

Last updated: June 2025

Contents

1. DP programme information

2. Assess what?
   - The DP courses we offer and assess

3. DP Core components

4. Assessment Principles
   - Assessment purposes, categories, strategies and methods
   - Standardization and moderation
   - Authentication of student work
   - Inclusive arrangements in the DP

5. Assess how?
   - External and internal assessment of the DP by the IB
   - Assessment of the Core Components
   - Assessment of the DP at NIS
   - Practice or mock examinations

6. Evaluate how?
   - Requirements for obtaining the IB Diploma
   - Requirements for obtaining the bilingual IB Diploma
   - Determining DP grades at NIS
   - Credits and the High School Diploma (HSD)
   - Transitions (GPA Conversions)
   - Selection of valedictorian and salutatorian

7. Feedback how?
   - Effective feedback
   - Formal and informal feedback
   - Making feedback visible
   - Three-way conferences
   - Feedback on DP internal components

8. Record how?

9. Report how?
   - Reporting of assessment at NIS
   - Publication of results by the IB

10. Learning Communication Expectations

11. Student Appeals & Complaints Regarding Assessments
    - Enquiry upon results

12. Glossary of Results

DP Programme Information

Nagoya International School is proud to deliver the prestigious International Baccalaureate (IB) Diploma Programme (DP) for students in Grades 11 through 12. Through the DP, NIS develops students who have excellent breadth and depth of knowledge, flourish physically, intellectually, emotionally and ethically, study at least two languages, excel in traditional academic subjects, and explore the nature of knowledge through the programme's unique theory of knowledge course.

The DP organizes teaching and learning through six subject groups. Students choose three standard level and three higher level courses from within each subject group, which they will study over two years. These are underpinned by the DP core.

- Studies in Language and Literature
- Language Acquisition
- Individuals and Societies
- Sciences
- Mathematics
- Arts
- DP Core

At the end of their two-year course of study, students take written examinations, which are marked by external IB examiners. They also complete internal, in-school assessments that are either initially marked by teachers and then moderated by external moderators, or sent directly to external examiners.

The DP is suitable for most NIS students, and over the last six years over 85% have elected to follow the full IBDP. Students not pursuing the full diploma study the same material as their IBDP classmates, but are not required to take the external examinations or complete all core requirements.

Students who do not wish to take the full IBDP may attempt any IBDP course, and successful completion of the course and final exam will result in IB certificates in those courses. Alternatively, students who attempt the full IBDP, but do not successfully pass all their courses, may still earn certificates in courses they do complete successfully.

The DP courses we offer and assess

As of the 2025-26 academic year, the NIS offers the following courses to students from the six subject groups:

Group 1: Studies in Language and Literature

- English A Literature (SL or HL)
- English A Language & Literature (SL or HL)
- Japanese A Language & Literature (SL or HL)
- Language A School Support Student Self Taught (SSST) (SL)

Group 2: Language Acquisition

- English B (HL)
- Japanese B (SL)
- Japanese *ab initio* (SL)

* Online Options: ● French *ab initio* (SL) ● Mandarin *ab initio* (SL) ● Spanish *ab initio* (SL) ● Spanish B (SL)

Group 3: Individuals & Societies

- History (SL or HL)
- Economics (SL or HL)

* Online Options: ● Business & Management (SL or HL) ● Digital Society (SL or HL)) ● Philosophy (SL) ● Psychology (SL or HL)

Group 4: Experimental Sciences

- Biology (SL or HL)
- Chemistry (SL or HL)
- Physics (SL or HL)
- Environmental Systems and Societies (SL) **

* Online Options: ● Computer Science (SL or HL)
** Can also be taken as a Group 3 subject

Group 5: Mathematics

- Analysis and Approaches (SL or HL)
- Application and Interpretation (SL)

Group 6: Arts

- Theatre (SL or HL)
- Visual Arts (SL or HL)

* Online Option: ● Film (SL or HL)

Online courses are offered through Pamoja Education, or Lanterna Education in association with the IB, and require an additional fee. Online courses are only recommended for students capable of independent work.

DP Core Components

Outside of academic courses, all IB programmes aim to provide an education that enables students to make sense of the complexities of the world around them, equipping them with the skills and dispositions needed for taking responsible action for the future. It does this through the Core Components of the programme, some of which are directly assessed.

- **The IB Learner Profile (IBLP)**

  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 a more peaceful world. The Learner Profile includes the following ten attributes:

Knowledgeable	Risk-takers	Principled	Balanced	Thinkers
Communicators	Open-minded	Reflective	Caring	Inquirers

- **Approaches to Learning (AtLs)**

  Approaches to learning are deliberate, skills and attitudes that permeate the teaching and learning environment. These approaches and tools, intrinsically linked with the IB learner profile attributes, enhance student learning and assist student preparation for DP assessment and beyond.

Communication	Social	Self-Management
Research	Thinking	

- **Collaborative Science Project (CSP)**

  The CSP gives DP students the opportunity to work together in an interdisciplinary team. This team works towards a common goal related to a real-world issue, pursued through the lens of the scientific method. Throughout the project, the emphasis is on the experience of collaborative problem-solving, the focus being the process rather than the product.

  Students will write a 100-word reflection on completion of the project. The most authentic and valuable reflections are written as genuine commentaries on the experience and how students felt about it and benefited from it, rather than as lists of what was done. Copies of these reflections must be saved as evidence of completing the CSP, a requirement for obtaining the IB Diploma.

❖ **Creativity, Action and Service (CAS)**

Studied throughout the DP, CAS involves students in a range of activities alongside their academic studies. It is not formally assessed, however, students are required to reflect on CAS as part of the DP, and provide evidence of achieving the seven learning outcomes for CAS through their varied experiences and a CAS project.

Learning Outcomes	Description
Identify own strengths and develop areas for growth	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others
Demonstrate that challenges have been undertaken, developing new skills in the process	A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.
Demonstrate how to initiate and plan a CAS experience	Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.
Show commitment to and perseverance in CAS experiences	Students demonstrate regular involvement and active engagement in CAS
Demonstrate the skills and recognize the benefits of working collaboratively	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
Demonstrate engagement with issues of global significance	Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.
Recognize and consider the ethics of choices and actions	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

❖ **The Extended Essay (EE)**

The extended essay is an independent, self-directed piece of research, finishing with a 4,000-word paper. It is a mandatory part of the DP core and contributes to the overall points for the Diploma.

The extended essay provides:

- practical preparation for undergraduate research
- an opportunity for students to investigate a topic of personal interest to them, which relates to one of the student's six DP subjects, or takes the interdisciplinary approach of a World Studies extended essay

Through the research process for the extended essay, students develop skills in:

- formulating an appropriate research question
- engaging in a personal exploration of the topic
- communicating ideas
- developing an argument

- **Theory of Knowledge (TOK)**

  TOK is a course that asks students to reflect on the nature of knowledge, and on how we know what we claim to know. Theory of knowledge (TOK) is assessed through an exhibition and a 1,600 word essay. It is a mandatory part of the DP core and contributes to the overall points for the Diploma.

Assessment Principles

Assessment purposes

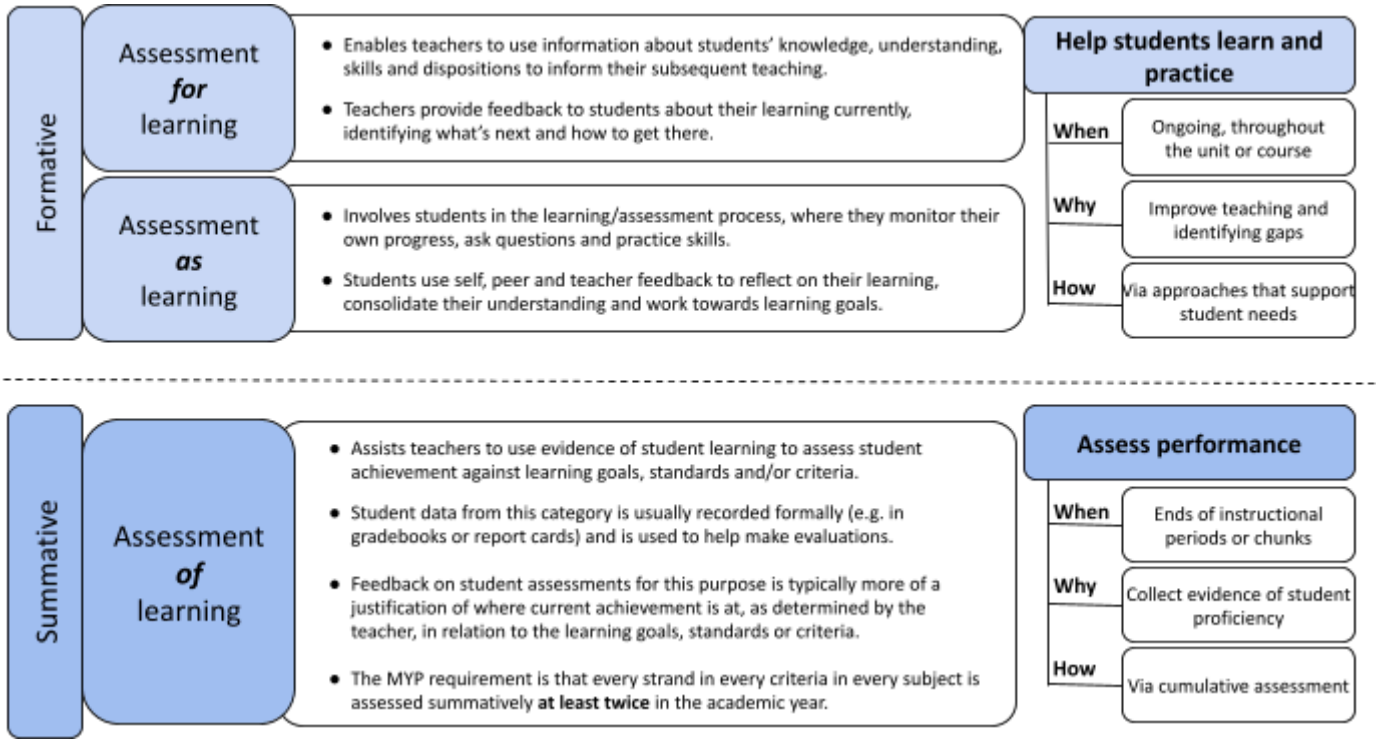
Assessment is an integral part of teaching and learning. The most important aims of assessment in the DP are that it should support curricular goals and encourage appropriate student learning.

There are two types of assessment identified by the IB; formative and summative assessment.

- **Formative assessment:**
  Assessments for a formative purpose informs both teaching and learning. It is concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place and the nature of students' strengths and weaknesses in order to help develop students' understanding and capabilities.

  Formative assessment can also help improve teaching quality, as it can provide information to monitor progress towards meeting the course aims and objectives.

- **Summative assessment:**
  Assessments for a summative purpose gives an overview of previous learning and is concerned with measuring student achievement at a point in time.



In this sense, teachers should not consider tasks themselves as summative or formative. Any assessment can be formative or a summative, in nature. It is the intended purpose of the assessment that determines its function and how it will be used by students and teachers.

Assessment categories

At NIS, teachers ensure a variety of assessment strategies are used and gather evidence of learning by selecting an appropriate and aligned assessment strategy from the four NIS assessment categories as outlined in the *NIS assessment policy*, namely:

- **Ongoing**
- **Unit**
- **Common**
- **External**

The table below describes each assessment category, its rationale and examples.

Category	Rationale and examples
Ongoing	Periodic gathering of feedback to inform future instruction & learning and to provide data in order to support learning for individual students or groups of students. Specifically teachers and leaders will be interested in: (i) how ongoing data is used in a formative sense to support teaching and learning as a unit evolves toward assessment; (ii) how ongoing data correlates, triangulates with data from the other categories. Example: A teacher uses multiple assessment tasks over the course of a unit and uses the data from these to be responsive and adjust their planning and instruction to support individual students and groups of students. Ongoing analysis of results allows them to predict with a reasonable degree of accuracy the results that students will get in their unit (after instructional period) assessment(s).
Unit	Planned assessments after an instructional period, or "chunk" of teaching & learning. This would be some kind of extended task(s) that allows students to demonstrate their learning of the skills, conceptual understandings (underpinned with knowledge) in the chunk that has been taught by applying these to an authentic real-world context, problem or dilemma), in order to: (i) assess a larger body of cumulative learning that has been built over the course of an extended period of time; (ii) provide data that can be triangulated with data from the other three categories. In the DP, a unit assessment may cover a short unit or topic test, or a practice exam covering a larger period of time.
Common	Shared assessments vertically, or horizontally across classes within the same grade and/or programme, in order to: (i) ensure for internal calibration of assessment across a cohort; (ii) provide opportunity for professional dialogue among teaching teams that supports a greater understanding of our learners and their learning in order to improve programmes. (iii) to provide data that can be triangulated with data from the other three categories in order to support learning for individual students or groups of students The Extended Essay and TOK care examples of common assessments in the DP.
External	Assessments graded by an external evaluator, agency or system that provides data that allows us to compare our students to a wider population in order to: (i) assess our own programmes and/or (ii) provide 'impartial' data that we can triangulate with our internal data (other three categories) in order to improve learning for individual students or groups of students All external examinations and internal components as part of the IBDP are external assessments.

It should be noted that a single assessment type may well fit into one or multiple categories depending on how it is used, when it is used, and by who determines the final achievement.

Assessment strategies

For DP assessments, a variety of strategies are used and gather evidence of learning. Aligned types of tasks that may fall into one, or multiple strategies, depending how it is devised, administered, used and graded.

Strategy	Purpose and examples
Selected Response	**What:** Students choose the correct response from a selection of responses provided by the teacher. **Purpose:** In classroom assessment, this is most appropriate to use when wanting to quickly assess knowledge. However, this can also be used to gather perception data (e.g. a likert scale) **Examples:** Multiple choice questions (MCQ), select the word to fill in the blank, true/false, etc.
Short Constructed Response	**What:** A short written response (e.g. a one paragraph/one line answer). **Purpose:** Depending upon the cognitive level of the response requested, these can be used to assess either knowledge (e.g. What is the capital of Japan?) or emerging discrete concepts (e.g. 'The author uses 5 of the 6 literary modes we have learned, but not the 6th. How did they use the 5 they chose? Why did they NOT use the 6th?) **Examples:** asking a child questions and listening to their answers; sketching a picture or model; creating a melody fragment in music; etc.
Contextual Task	**What:** Any task that asks the students to apply their learning in an authentic context (e.g. a GRASP task), even when that context is simulated. Key components will be that the task has a genuine audience, engages in a real-world problem that is not easy to solve and that the task cannot be completed without using skills, conceptual understandings, dispositions, and knowledge. **Purpose:** Since a conceptual understanding is, by definition, a timeless truth that transcends any one topic or discipline, conceptual understanding can only validly be assessed in context. Equally, many of the ATLs are best understood in an authentic context (e.g. communication skills). Contextual tasks are the only valid way to assess the goal of our curriculum - which is understanding. **Example:** Students might produce a video, a written statement to support their video and hold a 'press conference' to launch the video (all to an authentic audience) as three essential components of a contextual task. A student may engage in a service learning project and there may be many components that form the task (a grant proposal, a budget outline, a presentation to donors, etc).
Academic Prompt	**What:** A prompt that requires an academic response (i.e. the audience is academia) either in extended written form or some other form that is found in academia **Purpose:** An academic prompt will assess conceptual reasoning and academic skills. While valuable in building theoretical foundations and ATLs, it is important to remember that we cannot make a claim of higher level understanding alone in an academic prompt since (i) these do not require a sufficient range of dispositions to be successful and (ii) true understanding can only be said to reside in an authentic context in the real world. **Example:** An essay or dissertation; a presentation to the teacher and class; a lab report in science
Observation	**What:** This is informally known as 'kid watching'; it is the art of observing students AS they are learning and intentionally recording observations against the intended learnings of the curriculum. Note this is not to be confused with 'watching a presentation' (which would be an academic prompt) - for observation students are usually engaged in another task or activity and, as they are working, the teacher is quietly and unobtrusively observing. **Purpose:** This is often the only assessment task (strategy) that can be used to assess dispositions and ATLs which are only authentically assessed in a context. **Example:** A teacher observes students while they are engaging in group work to create a design solution to a real-world problem and makes notes on the extent to which students are exhibiting competency in the ATLs of critical thinking, creative thinking, problem-solving, and decision-making.

Assessment methods

In both external examinations and internal components, the following methods of assessments are used in the DP.

- **Assessment criteria**
  Assessment criteria are used when the assessment task is open-ended. Each criterion concentrates on a particular skill that students are expected to demonstrate. An assessment objective describes what students should be able to do, and assessment criteria describe how well they should be able to do it. Using assessment criteria allows discrimination between different answers and encourages a variety of responses.

  Each criterion comprises a set of hierarchically ordered level descriptors. Each level descriptor is worth one or more marks. Each criterion is applied independently using a best-fit model. The maximum marks for each criterion may differ according to the criterion's importance. The marks awarded for each criterion are added together to give the total mark for the piece of work.

- **Markbands**
  Markbands are a comprehensive statement of expected performance against which responses are judged. They represent a single holistic criterion divided into level descriptors.

- **Analytic markscheme**
  Analytic markschemes are prepared for examination questions that expect a particular kind of response and/or a given final answer from students. They give detailed instructions to examiners on how to break down the total mark for each question for different parts of the response.

- **Marking Notes**
  For some assessment components marked using assessment criteria, marking notes are provided. Marking notes give guidance on how to apply assessment criteria to the particular requirements of a question.

- **Grade descriptors**
  Grade descriptors consist of characteristics of performance at each grade and apply to groups of subjects. Senior examiners use these grade descriptors when determining grade boundaries for examination papers and coursework components. For each grade, qualities of a typical performance are given. The grade descriptors are also intended to help teachers explain the academic requirements of the IB Diploma Programme to students, undertake formative assessment, report progress and predict candidates' grades. See *IBDP Grade descriptors* for more information.

❖ Standardization at NIS

Standardization is the process used to ensure that all members of a teaching team are familiar with, and have a common understanding of, the assessments and associated markschemes, in order to ensure consistent feedback and assessments.

Standardization is completed in advance of full class or cohort grading of an assessment, and involves all members of the teaching marking an unmarked sample set of student work and assigning grades according to the appropriate assessment method. Following individual grading, the team then meets and discusses and agrees grades, which serves as the benchmarks for the full class/cohort grading. The meeting should also clarify any other issues concerning marking and feedback. It is important to note that where the same assessment has been used before, previously submitted work (i.e. from previous classes) may be used for the standardization activity, provided all previous marks, comments and annotations are removed, to avoid bias.

Standardization should take place for all assessments used for summative purposes and is especially important when new summative assessments are introduced and/or there are new members to a teaching team.

❖ Moderation

For all internally assessed components, the IB runs a system of moderation across the range of subjects.

Moderation is a checking procedure whereby an external examiner reviews a sample of teacher-assessed coursework and establishes whether the teacher-awarded marks are correct, too harsh or too lenient. In cases where teacher-awarded marks are either too harsh or too lenient, a moderation factor is determined and applied to all of the school's marks for that particular component so that candidates, schools and higher education institutions can be confident of a consistent (global) standard for IA between schools.

- **The purpose of moderation**
  The purpose of moderation is to ensure that all IA marks are of an equivalent standard. This means a candidate would get the same mark for the quality of their work, whoever marks it.

  Within a school, all teachers of a subject must standardize their marking so they are consistent with each other. The IB then extends this so all schools are consistent with each other.

- **Outcomes of moderation**
  The ideal outcome of moderation is that the IB identifies that schools are in line with the global standard and no adjustment is required. Where there is a discrepancy, a moderation factor will be applied to the marks of all candidates. The school will also receive feedback on how their marking differed from the global standard.

- **Samples for moderation**
  Teachers are required to upload a sample of candidates' work for moderation. This is done via IBIS. The sample of candidates' work is selected in a way that ensures the IB has the right evidence to be confident in the standard of marking across the mark range.

Authentication of students work

The IB will only accept work for assessment or moderation that has been authenticated and constitutes the final version of that work. This authentication should take place before work is uploaded for assessment or moderation.

DP teachers at NIS are responsible for supporting candidates in the preparation of their work for assessment and for ensuring that all candidates' work complies with the requirements of the subject guide. Therefore, teachers (or supervisors in the case of extended essays) are well placed to judge whether a candidate's work is authentic.

If a coordinator or teacher is uploading work on behalf of a candidate, then this authentication must be collected from each candidate by the school. The IB has the right to ask for proof of this candidate authentication. Effective immediately, all coursework received by the IB will be checked via new text-matching software for possible collusion and plagiarism. Any potential breaches of regulations will be investigated by the IB and the candidate may not receive a grade for the subject.

At NIS, all assessments in the DP with a summative purpose are submitted through Toddle, which includes plagiarism detection software from Turnitin.

Please see NIS' *Academic Integrity Policy* for more information.

Inclusive arrangements in the DP

From the NIS *Inclusion Policy*: *"As an inclusive school, NIS aims to serve students with diverse gifts, talents and dreams, and embrace a diversity of language, culture, background and personal identity. NIS is committed to offering an inclusive learning experience to ensure the best possible progress for all of our students regardless of their needs or abilities."*

The IB also believes in an inclusive approach to education that is designed to remove or reduce primary barriers so that every student can fully participate in, and develop through, IB programmes.

- **Primary barriers that impact student learning**

Additional language	Cultural variations	Hearing	Intellectual exceptionalities	Movement and coordination
Medical	Mental health	Numeracy	Processing	Reading
Seeing	Social–emotional	Speech and language	Writing	

❖ **Request for access arrangements**

The DP coordinator will submit the application for inclusive access arrangements on behalf of the student with the support of NIS subject teachers and student services.

All requests for access arrangements for IB assessments must be:

- based on the usual way of learning and teaching in the classroom
- in line with the eligibility criteria stated in the *IB Access and Inclusion Policy*
- submitted along with supporting documents as evidence
- submitted by the deadline stated in the assessment procedures for the relevant programme(s)

For more information, see the *IB Access and Inclusion Policy*.

How do we assess in the DP at NIS?

External and Internal assessment of the DP by the IB

The definitive mark in the DP includes both external examinations and internal components. These assessments define the final score for each student at the end of their two years of study and their level of achievement for the IB Diploma.

Comprehensive details on external examination and internal components for each DP subject can be found in each *IBDP Subject Guide*.

- **External assessment**
  External examinations form the basis of the assessment for most DP courses. This is because of their high levels of objectivity and reliability. Types of assessment in the external examinations include:

  - Essays
  - Structured problems
  - Short-response questions
  - Data-response questions
  - Text-response questions
  - Case-study questions
  - Multiple-choice questions—though these are rarely used.

  At NIS, students sit the external examinations in May of Grade 12. The schedule for the external exams is released by the International Baccalaureate in September of the previous year, with dates updated on the *NIS iSams Calendar* and shared with relevant students.

- **Internal assessment**
  Internal assessments enable students to demonstrate the application of their skills and knowledge in a different setting, and to pursue their personal interests without the constraints that are associated with written examinations.

  In-school based internal assessments are either initially marked by teachers and then moderated by external moderators, or sent directly to external examiners. Types of assessment in the internal assessment include:

  - Oral work in languages
  - Fieldwork in geography
  - Laboratory work in the sciences
  - Investigations in mathematics
  - Artistic performances.

Key dates for internal assessments for the DP are updated regularly in the *Secondary Assessment Calendar*, but key dates can be found below.

Calendar for IBDP Internal Assessments at NIS

Subject	Internal Assessment	Dates*
English A: Language and Literature	Individual oral	Year 1, May
English A: Literature		
Japanese A: Language and Literature		Year 2, January
Japanese B		Year 2, January
Japanese *ab initio*		
History	A historical investigation	Year 2, March
Economics	Portfolio of three commentaries	Year 2, March
Environmental Systems and Societies	Individual investigation	Year 2, November
Chemistry		Year 2, November
Biology		Year 2, January
Physics		Year 2, January
Mathematics: Analysis and Approaches	Mathematical exploration	Year 2, February
Mathematics: Applications and Interpretations		Year 2, February
Visual Arts	Exhibition	Year 2, March
Theatre	Production proposal	Year 2, February
Theory of Knowledge	Exhibition	Year 1, June
	Essay	Year 2, December
Extended Essay	Essay	Year 2, November

**These dates are subject to change, and should be checked against the updated Grade 11 & 12 assessment calendar*

Assessment of the Core Components

The two core components of the DP that are directly assessed include: Theory of Knowledge and the Extended Essay.

❖ Theory of Knowledge

There are two assessment components to TOK, including an internal and an external component. These are combined to produce an A-E grade.

Assessment component	Weighting
Internal assessment **Theory of knowledge exhibition (10 marks)** For this component, students are required to create an exhibition that explores how TOK manifests in the world around us. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	33%
External assessment **TOK essay on a prescribed title (10 marks)** For this component, students are required to write an essay in response to one of the six prescribed titles that are issued by the IB for each examination session. As an external assessment component, it is marked by IB examiners.	67%

The grade boundaries for this final evaluation are set by the IB and are subject to change. However, the May 2023 boundaries can be seen as an example below.

Grade	TOK Exhibition		TOK Essay	
	From	To	From	To
E	0	1	0	1
D	2	3	2	3
C	4	5	4	5
B	6	7	6	7
A	8	10	8	10

❖ **Extended Essay**

All extended essays are externally assessed by examiners appointed by the IB. They are marked on a scale from 0 to 34, with marks awarded across five criteria.

Criterion A: Focus & method	**Criterion B: Knowledge & understanding**	**Criterion C: Critical thinking**	**Criterion D: Presentation**	**Criterion E: Engagement**
• Topic • Research question • Methodology	• Context • Subject specific terminology and concepts	• Research • Analysis • Discussion and evaluation	• Structure • Layout	• Process • Research focus
Marks				
6	6	12	4	6

Total marks available: 34

The score a student receives then relates to a band. The bands are:

A – work of an excellent standard.
B – work of a good standard.
C –work of a satisfactory standard.
D – work of a mediocre standard.
E – work of an elementary standard.

Predicted grades for the extended essay should be based on the qualitative grade descriptors for the extended essay. These descriptors are what will be used by senior examiners to set the boundaries. While boundaries are subject to change, it is the grade descriptors that remain consistent. See *IBDP Grade descriptors* for more information.

Assessment of the DP at NIS

During the two year programme of the DP, students at NIS will also undergo in-school assessments with a summative purpose. These assessments are used to inform grades for report cards and transcripts, and to demonstrate student progress and attainment at specific milestones throughout the two year course of study.

For many students, these milestones are important to have recorded and acknowledged as it determines university and college acceptances and IBDP predicted grades.

Assessment used for summative purpose at NIS for the DP include but are not limited to:

- End of topic or unit tests
- Practice or mock examinations
- Practice internal assessments
- Drafts of externally assessed DP assessments including EE and TOK.

Details on the assessments used for summative purposes at NIS can be found in detail on each subject's comprehensive assessment plan, and are recorded on the *Secondary assessment calendar*.

Practice or mock examinations

Often termed “practice exams” or “mock exams”, NIS offers three opportunities for students in Grade 11 and 12 to practice the skills required in the preparation for external examinations as part of the IBDP. By simulating the conditions of the real exam, students can become more familiar with the exam format and the types of questions they can expect to see on the external examinations.

Practice exams help to reduce anxiety and improve performance on the actual exams, and by analysing the results, teachers can identify areas of strength and weakness and tailor their instruction to better meet the needs of their students.

The level achieved in these practice exams is based on analytic markbands and grade descriptors in line with IB guidelines, and are one of the pieces of evidence used to inform both report card grades and predicted grades.

Key dates for practice external assessments for the DP can be found in the *iSams school calendar* and on the *Secondary assessment calendar*.

- Grade 11, January - Practice Exams
- Grade 11, May - End of Year Exams
- Grade 12, February - Mock Exams

How are students evaluated in the DP?

Requirements for obtaining the IB Diploma

Through the achievement in both external examinations and internal components, DP students are evaluated and receive grades ranging from 7 to 1 in each of their six subjects, with 7 being highest. Students receive a grade for each DP course attempted.

A student's final diploma result score is made up of the combined scores for each of the six subjects and the core components; TOK and EE. These components are awarded individual grades and then collectively can contribute up to 3 additional points towards the overall diploma score. See *IBDP Core Matrix*.

The diploma is awarded to students who meet the following requirements:

- Minimum of 24 points from six subjects
- Minimum of 12 points from three HL subjects and 9 points from three SL subjects
- There is no grade 1 awarded in a subject (SL or HL)
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- Passing grades of D both EE and TOK
- Successful completion of CAS

IBDP Core Matrix

		Theory of Knowledge				
		A Excellent	B Good	C Satisfactory	D Mediocre	E Elementary
Extended Essay	A Excellent	3	3	2	2	1
	B Good	3	2	1	1	0
	C Satisfactory	2	1	1	0	0
	D Mediocre	2	1	0	0	0
	E Elementary	1	0	0	0	Diploma will not be awarded

Requirements for obtaining the bilingual IB Diploma

A bilingual diploma is awarded to candidates who complete and receive a grade 3 or higher in two languages selected from the DP course studies in language and literature. At NIS, a bilingual diploma may be awarded for students who choose both English A: Language & Literature or Literature, and Japanese A: Language and Literature courses.

Determining DP grades at NIS

At NIS, students are evaluated for the DP by teachers, with grades determined in line with the appropriate assessment methods outlined by the IB for the DP Programme.

- **Progress indicators**

  In the early stages of EE, TOK and CAS, students will be evaluated using a "progress indicator" which demonstrates the progress of the student relative to the expectations of their progress for these core components.

  The progress indicators used at NIS are in-line with those on Toddle:

  - Not quite there
  - On track
  - Exceeding expectations

- **Subject achievement**

  Teachers evaluate achievement in both individual assessments, and overall subject achievement, using the appropriate assessment methods outlined by the IB.

- **Predicted grades**

  A predicted grade is the teacher's estimation of the grade the candidate is expected to achieve in the subject in the final DP exams. Predicted grade are based on:

  - all the evidence of a candidate's work
  - the teacher's knowledge of IB standards and grade descriptors
  - a students attitude and commitment to learning

  Predicted grades are required for all subjects, including TOK and the EE.

  To guide schools in their predictions, the IB will provide a customized distribution of predicted grades for each subject, based on previous actual performance at the school. Using this distribution a prediction is made as accurately as possible, without under-predicting or over-predicting the grade.

  Predicted grades are also used by universities and colleges, as part of the admissions process, to help them understand an applicant's potential.

  Key dates for predicted grades at NIS for university and college applications are:

  - 1 October, Grade 12
  - 1 December, Grade 12
  - 1 March, Grade 12

Credits and the High School Diploma (HSD)

All high school courses taught and assessed at NIS count towards credits for graduation and the NIS High School Diploma (HSD).

Credits towards graduation and the HSD will be awarded for:

- Grade of 3 or higher in any DP course
- Successful completion of CAS
- Minimum of a predicted grade of D in TOK and EE

Selection of valedictorian & salutatorian

The criteria for valedictorian and salutatorian at NIS are set in place by Board Level policy.

How does feedback happen in the DP

"…teaching and learning must be interactive. Teachers need to know about their pupils' progress and difficulties with learning so that they can adapt their own work to meet pupils' needs - needs that are often unpredictable and that vary from one pupil to another." (Black and Wiliam 1998)

Effective feedback

Audience: The primary audience and recipient of feedback is the student.

At NIS, DP teachers are required to provide students with information about how they are doing in their efforts to reach the aims and objectives of their courses. Feedback may be provided in several formats (e.g. written, verbal), or may be provided by the teacher or through peer-assessment or self-assessment. When designing their lessons, assessments and opportunities for feedback, teachers must consider how effective feedback is provided.

Teachers must ensure feedback is:

- **Goal-referenced:** In DP this is often the level of subject achievement, or based on personal learning goals for students.
- **Tangible and transparent:** Tools to enhance transparency are the command terms and task-specific clarifications.
- **Actionable:** Feedback is best provided to students at a time in the assessment process where they can respond to the feedback given and improve their result. Feedback provided as a justification of a summative score is less effective.
- **User-friendly:** A limited amount and considering the students' progress so far is more effective than everything a particular level requires.
- **Timely:** Feedback is best provided to students at a time in the assessment process where they can respond to the feedback given and improve their results. Feedback provided as a justification of a summative score is less effective.
- **Ongoing:** After feedback is given, students should be provided with the chance -if results are less than optimal- to reshape the performance to better achieve the learning objective.
- **Consistent:** To be useful, feedback must be consistent. Learners can only adjust their performance successfully if the information given to them is accurate and trustworthy. In education, that means teachers with teachers, teachers with students and students with students have to be on the same page about what high-quality work is.

Formal and informal feedback

Teachers will provide students with feedback in many ways; some may be in written format, at other times it may be verbal. In some situations, feedback is unspoken and immediately informative: ensuring a student reflects on their work in relation to an exemplar, is yet another way of providing feedback. At NIS, we define **formal** feedback as feedback that is captured (i.e. written or recorded in some way) while **informal** feedback is not recorded (i.e. verbal). When feedback is captured and recorded, it could be made available to families to help them understand where their children are with their learning.

- **Justification of results**
  Often teachers will justify an awarded achievement level through, or alongside a short comment or explanation. Although this is often regarded as 'feedback', strictly speaking it is not as students are not able to respond to the feedback and learn from it (in regards to that assessment, or that unit). In addition, it may be some time before students are engaged with similar assessment strategies or against the same criteria, meaning this "feedback" would not be timely. Teachers, therefore, must find ways of providing students with feedback before an achievement level is awarded.

- **Value statements and advice**
  Unless preceded by descriptive feedback, advice or value statements often irk the learner to the point that learning does not happen. Students may become increasingly insecure about their own judgment, and / or dependent on expert advice. Before we give advice, we must ensure learners have sought, grasped, and tentatively accepted the feedback upon which the advice was based.

- **Self and/or peer assessment**
  At NIS, teachers will ensure that students either self- and/or peer assess (provide feedback to peers) for all major assessment tasks in order to engage the student in the learning process. Teachers may choose to capture self- and/or peer assessment (feedback), for example on Toddle.

Receiving feedback

"We think of feedback as something that we give but the more powerful notion is how we receive it" (Hattie 2012)

At NIS, we understand that good learning happens when the community of learners (students, teachers and families) are involved in the learning process. Therefore, teachers must ensure that feedback from assessments with a formative purpose, along with feedback and justifications from all assessments with summative purpose, is received by students and is available to parents to view. To do this, NIS teachers are required to publish their feedback against student work, via the Toddle portfolio.

This may happen in a few ways:

1. **Digitally:** Written comments are added directly to the submitted digital work.
   Audio feedback may be recorded, alongside submitted digital work.
   A copy of this work containing the feedback is then added to the student portfolio.

2. **Physically:** Teachers annotate and/or write comments on submitted physical work.
   A copy of this work containing the feedback is then added to the student portfolio.

Three-way conferences

Three-way conferences at NIS are another opportunity for discussion, feedback, feed-forward and sharing of information about each student's learning. Family members are invited to check Toddle regularly for updates and to stay in touch with their children's teachers, via Toddle or e-mail, regularly. However, parents are formally invited to campus four times in an academic year, for the following themes.

Date	Theme	Conference Type	Rationale
Q1 September	INSPIRE	3-Way: Family-Led	Families meet teachers and share important information with HR teachers, including goals, hopes and dreams for their children for the year ahead.
Q2 November	INQUIRE	3-Way: Teacher-Led	With over one quarter gone, subject teachers and families have a chance to discuss learning so far in the academic year as indicated by progress observed in approaches to learning and in assessments completed to date.
Q3 February	INCLUDE	3-Way: Multi-Lead	With Semester 1 report cards distributed, this is an opportunity for input from all, referring to progress in approaches to learning and against the achievement indicators.
Q4 June	IMPACT	3-Way: Student-Led	Students, having now completed the academic year with indicated overall achievement levels, look forward to selecting evidence of their learning they are proud of, and presenting this to their families.

Feedback on DP internal components

As part of DP, teachers are required to provide formal feedback on **one** draft of all DP internal and external components using the appropriate assessment methods for the specific component.

They should provide oral or written advice on how the work could be improved, but should not edit any drafts.

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge.

How does recording of assessment data happen in the DP at NIS?

At NIS, DP teachers have a responsibility to document assessment data on all their students.

- **Gathering of student evidence**
  All NIS teachers are expected to keep anecdotal records (brief written notes on observations of students). All students in the DP have a portfolio on Toddle. Teachers and other supervising adults must support students to ensure evidence of learning is reflected in the portfolio.

- **Policies concerning grades**
  During the course of DP units, teachers must record formal assessment data (using Toddle) to support the determination of an (overall) achievement level. Teachers may choose to add informal assessment data to Toddle too.

- **Toddle Portfolio**
  As described in the previous section concerning, “making feedback visible”, student work and feedback, should be pushed to the student’s portfolio on Toddle, to act as an ongoing record of student work and progress.

- **Predicted grades**
  DP teachers are responsible for the updating and recording of predicted grades in tracking documents managed by the DP Coordinator. This document is used by University Counselors for the creation of transcripts and to support student applications to colleges and universities outside of the regular reporting cycle.

How is the DP reported at NIS?

When reporting the outcomes of the DP it is important to consider more than just the assessment grades in order to reflect the full range of student achievement. The other aspect of this is that IB only records the final attainment of the candidate in the assessments without any indication of how challenging it was for them to achieve this result, or their full potential. We recognize the importance of both these elements, but believe it is not possible to measure them meaningfully within summative assessment.

So while grades represent a very simplified view of the achievements of candidates, they also allow stakeholders, such as universities, employers or colleges and schools, to make reasonable judgments around selection.

Reporting of assessment at NIS

In the DP, NIS teachers must formally report on their student's progress 2-3 times a year. In addition, teachers make their ongoing formal feedback visible on Toddle so that parents, in addition to students, have an understanding of the progress that has been made by the student in each class.

In the Diploma Programme, reporting may include elements from the following:

Section	Format	By whom
Homeroom	Comment	Homeroom teacher
Extended Essay	Achievement indicator or A-E grade + comment	EE Supervisor
CAS	Achievement indicator + comment	CAS Coordinator
TOK	Achievement indicator or A-E grade+ comment	TOK teacher
Subject Achievement	● Approaches to learning indicator ● Achievement indicator ○ Exceeding expectations ○ On track ○ Not quite there ○ Failing condition ● Indicative subject grade (1-7) ● Predicted grade (1-7) ● Comment	Subject teachers

The tables below detail what we report on each semester.

Grade 11

	Homeroom	Extended Essay	CAS	TOK	Subjects
Quarter 1 (October)	—	—	—	—	Approaches to learning indicator + comment
Semester 1 (February)	✔	Achievement indicator + comment	Achievement indicator + comment	Achievement indicator + comment	Achievement indicator + comment
Semester 2 (June)	✔	Achievement indicator + comment	Achievement indicator + comment	A-E grade + comment	Indicative subject grade + comment

Grade 12

	Homeroom	Extended Essay	CAS	TOK	Subjects
Semester 1 (December)	✔	A-E grade + comment	Achievement indicator + comment	Achievement indicator + comment	Predicted grade
Semester 2 (April)	✔		Completion comment	A-E grade + Written comment	Predicted grade

To ensure a timely distribution of the report card, as well as give the instructional office adequate time to prepare transcripts for leaving students, the NIS requirements and deadlines for students in the DP, are articulated in iSams calendar.

Publication of Results by the IB

At the completion of the examination session, successful IB diploma candidates will receive an IB Diploma and a document titled *Diploma Programme Results* listing the total IB diploma points score, the subject grades, confirmation of the completion of all CAS requirements and any points awarded and individual grades for the combination of TOK and the EE. An IB diploma candidate will receive a bilingual version of the IB Diploma if they meet the requirements.

Any IB diploma candidate who fails to satisfy the requirements for the award of an IB Diploma will receive DP Course Results indicating the grades obtained in individual subjects, together with results in TOK and the EE, and confirmation of the completion of all CAS requirements, as appropriate.

DP course candidates receive DP Course Results indicating the results obtained in individual subjects and the core requirements, as appropriate.

Student Appeals & Complaints Regarding Assessments

This appeals procedure is enacted if, after the normal feedback and clarification of assessment grades procedure has been followed, the student or family disagrees with the teacher's determination of the grades.

Stage 1: Query: If a student or a family member, after discussing the grade with their child, wishes to query, an awarded grade for an assessment, **the student** should:

1. Respectfully, communicate with the subject teacher and the homeroom teacher (to ensure they are aware of the nature of the query) to ask for a time to meet to discuss the assessment and teacher's determination of the grade(s) awarded. The outcome of this meeting could be:
   a) a change of the student's grade.
   b) an agreement that the assessment will undergo a double-marking/moderation process to help determine if the assessment criteria was fairly and consistently applied.
   c) no change in the student's grades.

Stage 2: Appeal: If after the first meeting, and/or after the results of any subsequent process (i.e. moderation), the student wishes to appeal their grade, then, **the student OR the student with the family member to support**, should:

1. Raise the query with the subject DLL (or in the case that the subject teacher is the DLL, the DP coordinator).
2. Prepare a rationale, aligned to their assessment AND the task criteria, as to why they believe they should have received the level they believe they should have.
3. Request that the assessment be double-marked (if this did not happen in stage 1-1.b)

   The outcome of this meeting and/or re-marking would either be a change of the student's grade, or no change in the student's grades for the assessment.

Stage 3: Second Appeal: If stage 2 does not resolve the issue, then **the student AND a family member** should:

1. Escalate the appeal to the DP coordinator (or in the case that the subject teacher is the DP coordinator, the Secondary Principal).
2. Using the same rationale (as in stage 2.2), aligned to their assessment AND the task criteria, explain why they believe they should have received the level they believe they should have, and explain why the subject teacher's rationale is insufficient, or not understood.

   The outcome of this meeting would either be a change of the student's grade, or no change in the student's grade for the assessment. The option for the student and/or parent to make a formal complaint is then available at this stage.

Stage 4: Complaint: If a resolution is not found, and **the student OR a family member** wishes to make a **formal complaint** about the assessment, then the subject teacher, DLL, DP coordinator, and Secondary Principal will meet to ensure the assessment guidelines were followed, including:

1. Sufficient notification was given to the student (assessment calendar and the Toddle class stream)
2. Assessment assesses the designated criteria (unit planner, assessment plan and subject group overview)
3. Ensure task-specific clarification was provided
4. Appropriate accommodations were applied correctly in the instance the student needed it.

If all guidelines were adhered to and from the double-marking process the student's grade has not been changed, then it will be determined that due process was followed. This would result in no changes being made to the original grade. If guidelines were not adhered to, and the student's grades had not been changed during the appeal stages, then a change would be made to the original awarded grade.

Enquiry upon results (EUR)

A candidate's assessment material may be re-marked, returned to the school (in electronic format or as a photocopy) and/or subject to remoderation (for IA) as part of the enquiry upon results service, the details and fees for which are subject to change as are the conditions of this service for the examination session concerned.

All enquiries upon results must be submitted by the school on behalf of the candidate.

Re-marking a candidate's assessment material may lead to a higher or a lower grade for the subject. Therefore, before submitting a request for an enquiry upon results service that may result in a change of grade, the school must obtain the written consent of the candidate or their legal guardian(s) ensuring that the candidate and/or the legal guardian(s) are aware that the grade may go up or down.

Glossary of Terms (*MYP: From principles into practice)*

Term	Definition
Achievement level	The level given when the student work reflects the corresponding descriptor. Achievement levels are shown in the left-hand column of the assessment criteria.
Alignment	Agreement in principle and practice between shared values and aspirations for learning (designed/planned curriculum), how teachers actually work (delivered curriculum) and what students actually learn (assessed curriculum).
Approaches to learning (ATL)	Concerned with the development of thinking skills, strategies and attitudes and the ability to reflect on one's own learning.
Assessment access requirements	A candidate with assessment access requirements is one who requires changes in assessment conditions to demonstrate their level of attainment.
Assessment component	An assessment component is made up of one or more tasks that are collected together, comprising part of the overall assessment (for example, an examination, portfolio of work, or project report).
Assessment criteria	Criteria against which a student's performance is measured. MYP guides provide assessment criteria required for use in years 1, 3 and 5 of the programme.
Assessment rubric	The grid that connects levels and descriptors.
Assessment strategy	The method or approach that teachers use when gathering information about student learning (for example, observation, open-ended tasks or selected responses).
Assessment task	The activity or series of activities with which students engage in order for assessment to take place.
Assessment tool	A method of collecting information about a learner's performance and understanding.
CAS (Creativity, Activity, Service)	A core component of the IB Diploma Program, CAS encourages students to engage in a balanced range of activities outside the classroom, promoting creativity, physical activity, and community service.
Course	A prescribed number of classes, lessons or teaching hours within a defined period of study. Schools organize learning and teaching of MYP subjects through disciplinary and interdisciplinary courses.
Criterion levels total	The sum of the final levels awarded for each individual criterion in any given subject group.
Criterion-related assessment	An assessment process based on determining levels of achievement against previously agreed criteria. The standard is therefore fixed rather than depending on the achievement of entire cohort of students. MYP assessment is criterion-related.
Curriculum framework	An organized plan for learning and teaching. The MYP curriculum framework establishes structures and pedagogical approaches that identify and rigorously assess the level to which students achieve aims and objectives. In the MYP, essential aspects of the curriculum framework include conceptual understanding, global contexts, approaches to teaching and approaches to learning, and significant content across a broad and balanced range of disciplines.
Definitive mark	The mark awarded by the principal examiner for a particular piece of student work. This represents the mark that every other examiner should be aiming to replicate. (See also the **Quality model**.)
Descriptors	Achievement level descriptors describe the features of student work expected to be seen at each achievement level.
Differentiation	Planning for different levels of ability.
Diploma Programme (DP)	A challenging two-year educational program for students aged 16 to 19 that leads to a globally recognized diploma, emphasizing academic rigor, intercultural understanding, and personal development.

DP coordinator	The **pedagogical** leader of the DP in the school who oversees the effective development of the programme. The DP coordinator ensures effective communication about the programme within the school, and between the school and the IB. For assessments, this is the person responsible for registering students and understanding the Diploma Programme *Assessment procedures*, meeting deadlines, and so on.
Extended Essay (EE)	A 4,000-word independent research essay undertaken by IB Diploma students in a subject of their choice, promoting research, writing, and critical thinking skills.
Enquiry upon results (EUR)	Review of levels (marks) undertaken at a school's request.
Examination invigilator	Individual who supervises and controls the exam environment.
Examination session	The period during which exams are taken and marked. The IB has two MYP sessions a year, in May and November.
Examiner	Individual who assigns marks to the candidate's external assessment.
External assessment	Assessment that is set and marked by the IB and not by a student's teacher.
External moderation	See **moderation**.
Externally assessed	Work that is assessed/marked wholly by the IB.
Formative assessment	Ongoing assessment aimed at providing information to guide teaching and improve student performance.
Grade (IB)	The description of student achievement. Final grades for student work in the DP range from 1 (lowest) to 7 (highest). The grade represents the IB's judgment on the overall qualities that the candidate has demonstrated and is consistent between years and subjects.
Grade boundary	The point at which student achievement moves from one grade to another. It is often used to indicate the lowest or highest criterion levels totals or marks that correspond to a particular grade.
Grades (school-based)	The numbers and/or letters assigned to standards of student achievement as determined and reported annually by IB World Schools in accordance with MYP assessment philosophy.
Higher Level (HL)	A designation for IB subjects indicating a more in-depth and rigorous study, often requiring more time and effort than SL subjects. Students typically choose three HL subjects and three SL subjects.
Horizontal planning/ horizontal articulation	Planning horizontally involves a team of teachers of the same grade level working together to plan for learning.
IB DP bilingual certificate	An DP certificate that indicates a candidate has successfully fulfilled at least one of the following: ● achievement in two language and literature courses at grade 3 or above
IB DP certificate	The DP certificate recognizes that the student has achieved all aspects of the DP. To achieve the certificate, a candidate must: ● Minimum of 24 points from six subjects ● Minimum of 12 points from three HL subjects and 9 points from three SL subjects ● There is no grade 1 awarded in a subject (SL or HL) ● There are no more than two grade 2s awarded (SL or HL). ● There are no more than three grade 3s or below awarded (SL or HL). ● Passing grades of D both EE and TOK ● Successful completion of CAS
Inclusion	Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.
Inclusive assessment arrangements	Changed or additional conditions during the assessment process for a candidate with assessment access requirements. These enable the candidate to demonstrate their level of attainment more fairly and are not intended to compensate for any lack of ability.

Interdisciplinary	Combining or involving two or more branches of learning or fields of academic study. In the MYP, interdisciplinary study can be developed both within and between/among subject groups.
Internal assessment	An assessment component of IB courses, where teachers assess students' work that is completed during the course. This can include projects, presentations, or other assignments, depending on the subject.
Internal standardization	The process by which all teachers of a particular subject in a school ensure they are assessing to the same standard.
Internally assessed	Work that is marked (assessed) by the students' teachers.
Issue of results	The process of students receiving grades from the IB, based on their assessments.
Learner Profile	A set of attributes that the IB aims to develop in students, including being inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.
Markscheme	Guidance for awarding criterion levels for a given piece of work. In some cases, the markscheme may be the MYP criteria as published. In other cases, the teacher may need to provide an answer key, indicate question levels on a reading comprehension, or provide criteria that have been clarified to be task-specific.
MCQ	Multiple-choice question.
Moderation	The procedure by which a sample of teacher-assessed totals for personal projects and ePortfolios are reviewed externally and adjusted to ensure agreed interpretations of MYP assessment criteria.
Moderation sample	The required sample of student work submitted to a moderator.
Mother tongue	The language(s) learned first; the language(s) identified with as a “native” speaker; the language(s) known best; the language(s) used most.
Programme coordinator	See **DP coordinator**.
Programme evaluation	A mandatory process for all IB World Schools offering the MYP, whereby the IB assists schools in their own self-evaluation procedures as well as ensuring the quality of programmes.
Standard Level (SL)	A designation for IB subjects indicating a standard level of study. Students typically choose three SL subjects as part of the IB Diploma Program.
Standardization	The collaborative process by which a common standard of assessment is achieved among teachers, moderators or examiners.
TOK (Theory of Knowledge)	A required course in the IB Diploma Program that explores the nature of knowledge across disciplines, encouraging critical thinking about the nature of knowledge and the different ways of knowing.
Unit	A series of lessons, focused through a statement of inquiry and inquiry questions, designed to enable students to achieve some of the objectives of an MYP subject group.
Validity	The overall term that describes whether an assessment or the purpose for which the assessment results are being used is fit for purpose.
Vertical planning/ vertical articulation	The goal of vertical planning is to sequence learning (in terms of subject-group objectives and ATL) to ensure continuity and progression from year 1 to year 5.
Weighting	A measure of the relative emphasis of each assessment criterion (and therefore the emphasis of each objective).
Withdrawn candidate	A candidate who initially registered for the session, but gave advance notice that some or all of the examinations would not be taken.
Working language*	The languages in which the IB communicates with its stakeholders and in which it is committed to providing a range of services for the implementation of the programmes. They are currently English, French and Spanish.

Citations

Black, Paul, and Dylan Wiliam. *Inside the black box: Raising standards through classroom assessment*. Granada Learning, 1998.

Hattie, John. Visible learning for teachers: Maximizing impact on learning. Routledge, 2012.

MYP: From principles into practice. International Baccalaureate Organisation, 2023