



Assessment Policy

Oakleaf School

Created: April 2025

Updated: April 2026

Next update: April 2027.

Review Lead: DP Coordinator

Table of Contents

Purpose of the Document	3
Scope.....	3
IB Mission.....	3
School Mission, Vision, Objectives and Values.....	4
School Mission	4
School Vision.....	4
School Objectives.....	4
School Values	4
Philosophy.....	5
Forms of Assessment at Oakleaf School (Pre IBDP)	5
Formative Assessment:	5
Summative Assessment:	6
Assessment for Diploma Programme	6
Understanding DP Assessment.....	6
How DP Assessment Is Scored.....	6
The DP Core	6
Higher Level and Standard Level Courses	7
Assessment Practices for Diploma Programme.....	7
Admission Assessment:	7
Formative Assessment:	8
Summative Assessment:	8
Internal Assessment	9
External Assessment.....	10
Grading/Marking.....	11
Recording and Reporting	13
Homework	14
Links Between the Assessment Policy and Other Documents	14
Roles and Responsibilities for Implementing, Evaluating and Reviewing the Assessment Policy and for Training New Teachers.....	16
References:	18

Purpose of the Document

The purpose of this Assessment Policy is to define the approach Oakleaf School takes to student assessment within the International Baccalaureate Diploma Programme (IBDP). It reflects the core values of the IB, emphasizing the importance of fair, transparent, and rigorous assessment practices as essential tools for measuring student progress, academic achievement, and personal growth.

This document outlines a clear framework for how assessments are designed, implemented, and communicated to ensure that all students are fairly evaluated, in alignment with IB guidelines and standards.

Scope

This Assessment Policy applies to all members of the school community, including students, teachers, administrative staff, and parents. It encompasses all assessment-related practices within the school, including the role of formative and summative assessments, the principles of academic integrity, and the support provided to students to help them achieve their full potential. To ensure the alignment with the needs of school community the given document will be regularly reviewed by

- DP Head of School
- DP Coordinator
- Subject Teachers
- Core Teachers

The policy outlined is directly applicable to:

- Subject Teachers
- Core Teachers
- Students
- Parents

IB Mission

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

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

School Mission, Vision, Objectives and Values

School Mission

The mission of the school is to nurture free individuals who are equipped with fundamental knowledge and grounded in shared human values. Through engaging in intercultural dialogue, they will develop an appreciation for their own identity and culture, while recognising their place in the world.

School Vision

By 2028, Oakleaf School Ltd. will be a nationally recognized general education hub providing a high standard of education to secondary school students.

School Objectives

- To create a student-oriented educational environment based on the modern achievements of education, in which: students become free individuals, bearers of national and social values. They get the necessary knowledge and develop mental and physical skills;
- To help students to develop a healthy lifestyle;
- To form students' civic awareness based on liberal and democratic values;
- To help students to understand their rights and duties before the family, society and the state;
- The school is focused on helping students in career planning, selecting universities and vocational institutions, and helping students to receive co-financing in various universities around the world based on their abilities.

School Values

Focus on continuous development: Care for the professional development of teachers and promotion of access to innovations in general education system;

Teamwork: It is a priority for the school that all interested parties (administration, students, teachers, parents) are involved in the planning/management/evaluation of school's activities and they have a common shared vision of the school's development, which will be focused on the mission and objectives of the school;

Transparency: Regarding to all the processes taking place in the school, the school is open and its transparency is reflected in the relevant rules and procedures, as well as in the information media platforms (website, social network);

Equality and equal opportunities: The school is focused on developing an educational space where each member of the school community feels like a full-fledged representative of society, protected and safe regardless of their race, skin color, gender, origin, ethnic affiliation, language, religion, political or other views, social affiliation, property or rank status and etc. Each member

of the school community will be given the opportunity to develop and realize themselves as much as possible;

Cooperation with external actors: Oakleaf school is open to cooperation with all interested parties. The school is focused on developing mutually beneficial relations, both in Georgia and abroad. The school has signed an agreement with Education Pathways Group Ltd, and has the right to implement the International Foundation Programme – IFG in the territory of Georgia, which offers a successful future for the graduates of the school in the academic direction, offers professional assistance and various opportunities;

Focus on quality: The school is focused on the continuous monitoring/evaluation of its own activities, learning/teaching process and striving for improvement.

Philosophy

Assessment has a crucial role in supporting and enhancing the quality of teaching and learning. It is not a separate component but an integral part of the learning process, designed to inform instruction and guide student progress.

Assessment at Oakleaf School serves to:

- Diagnose students' current level of understanding to support further learning and development;
- Develop a comprehensive profile of student achievement and progress across subject areas and core components;
- Provide reliable data to inform evidence-based decisions aimed at improving teaching practices and student outcomes.

To achieve these aims, assessment emphasises authentic, complex, and context-rich tasks that require students to integrate and apply their knowledge, skills, and conceptual understanding across disciplines. These tasks encourage higher-order thinking and reflective learning.

Forms of Assessment at Oakleaf School (Pre IBDP)

Given the purpose of assessment, it is important that student evaluation is connected not only to the outcomes of teaching but also to the learning process itself. To ensure this, two types of assessment are used in schools: formative and summative assessment.

Formative Assessment:

- Shows the dynamics/progress of each student's development;
Creates a support mechanism for realizing the student's personal potential.
- The student is an active participant in formative assessment and is involved in the process of gathering and processing information relevant to the evaluation.
Various tools are used for formative assessment.

Summative Assessment:

Summative assessment determines the student's level of achievement in relation to the subject-specific curriculum outcomes. It serves to develop the student's positive self-evaluation.

Components of summative assessment are: ongoing assessments, midterm exam, and final exam.

As part of ongoing assessments, a student may complete: quizzes, presentations, projects, written components (such as essays, analyses, problem-solving tasks, etc.), and so on.

Assessment for Diploma Programme

Understanding DP Assessment

The assessment of student achievement in the IB Diploma Programme (DP) incorporates both internally and externally moderated components.

For the majority of courses, final written examinations in the Diploma Programme (DP) serve as the primary method of assessment, due to their strong objectivity and reliability.

Additionally, externally assessed coursework—completed by students over an extended period under supervised conditions—contributes to the evaluation in several areas of the programme. This includes components such as the Theory of Knowledge (TOK) essay and the Extended Essay (EE).

Most subjects also require students to undertake internal assessment tasks. These are either assessed externally or graded by teachers and subsequently moderated by the IB.

How DP Assessment Is Scored

In the DP, students are assigned grades on a scale from 7 to 1, with 7 being the highest. A grade is given for each DP course a student takes.

The final diploma result is determined by the total scores across all subjects. To be awarded the diploma, students must earn at least 24 points, provided they meet specific minimum performance standards and successfully complete the three core elements of the DP.

The DP Core

The Theory of Knowledge (TOK) and Extended Essay (EE) components are each assessed separately, and together they can add up to 3 additional points to a student's final diploma score.

The third element of the Diploma Programme (DP) core, Creativity, Activity, Service (CAS), does not contribute to the overall points total. However, successful and verified participation in CAS is mandatory to earn the IB diploma.

Higher Level and Standard Level Courses

In the IB Diploma Programme, both Higher Level (HL) and Standard Level (SL) courses carry the same maximum point value, reflecting the programme's commitment to recognizing achievement across a wide spectrum of academic subjects.

Although HL and SL courses differ in depth and coverage, they are evaluated using the same grade descriptors. HL students, however, are expected to demonstrate these criteria across a broader and more detailed body of knowledge and skills.

Assessment Practices for Diploma Programme

Assessment is a crucial component in both supporting and measuring student learning in the IB DP. In the DP, assessment is designed to align with course aims and objectives, ensuring that teaching not only meets curricular goals but also prepares students for formal assessments.

A key aspect of DP assessment is its focus on criterion-related assessment, where students' work is evaluated based on identified levels of attainment rather than being compared to the performance of other students. This ensures a more individualized and objective measure of student progress.

The IB's approach to assessment emphasizes that learning, teaching, and assessment should inform and support one another. By providing a holistic assessment experience, the IB aims to enhance students' self-efficacy and agency, allowing them to take ownership of their learning process.

In summary, assessment in the DP is a tool that supports student development, tracks progress, and provides meaningful feedback to guide further learning.

Admission Assessment:

Students applying for the International Baccalaureate (IB) Diploma Programme are required to undergo an admissions assessment to determine their preparedness for the academic challenges of the programme. The assessment process consists of two key components:

Academic Evaluation: Applicants will complete written assessments in English and Mathematics. These evaluations are designed to measure each candidate's proficiency in key academic areas and to ensure they are adequately prepared for the curriculum.

Formal Interview: In addition to the academic assessment, each candidate will participate in a formal interview with the IB Coordinator. The purpose of the interview is to explore the student's motivation for joining the programme, their academic interests, and their alignment

with the IB learner profile. The interview also provides insight into the student's ability to meet the demands of the programme and contribute positively to the school's IB community.

Formative Assessment:

Formative assessment refers to the various activities carried out by both teachers and students, designed to provide valuable feedback that can inform and modify teaching and learning processes. As defined by Black and Wiliam (1998), it is a tool for improving student learning, focusing on "assessment for learning" rather than "assessment of learning." The primary goal is not simply to assess students' final achievements but to help identify areas where further development is needed.

In formative assessment, the focus lies more on recognizing gaps in knowledge, skills, and understanding that need attention, rather than on measuring the precise level of achievement each student has reached. Effective formative assessments guide students in becoming better self-assessors, improving their ability to judge their own performance, and providing strategies to enhance their skills.

Key components of formative assessment include teacher-supported self-evaluation, the use of detailed rubrics and assessment matrices, and peer evaluation, which may involve face-to-face interaction.

Teachers have a variety of methods at their disposal to track student learning, including verbal assessments, quizzes, written assignments, homework, class discussions, and peer evaluations. By using a range of formative assessment practices, teachers can provide ongoing, constructive feedback to enhance student learning and development.

Summative Assessment:

Summative assessment is used to evaluate what a student has learned and is able to do at the end of a period of instruction. Its primary purpose is to measure achievement, confirm the completion of a learning programme, and help determine readiness for the next stage of education. Unlike formative assessment, which focuses on *how* and *why* a student approaches learning in a particular way, summative assessment is concerned with *whether* the student has achieved the intended learning outcomes.

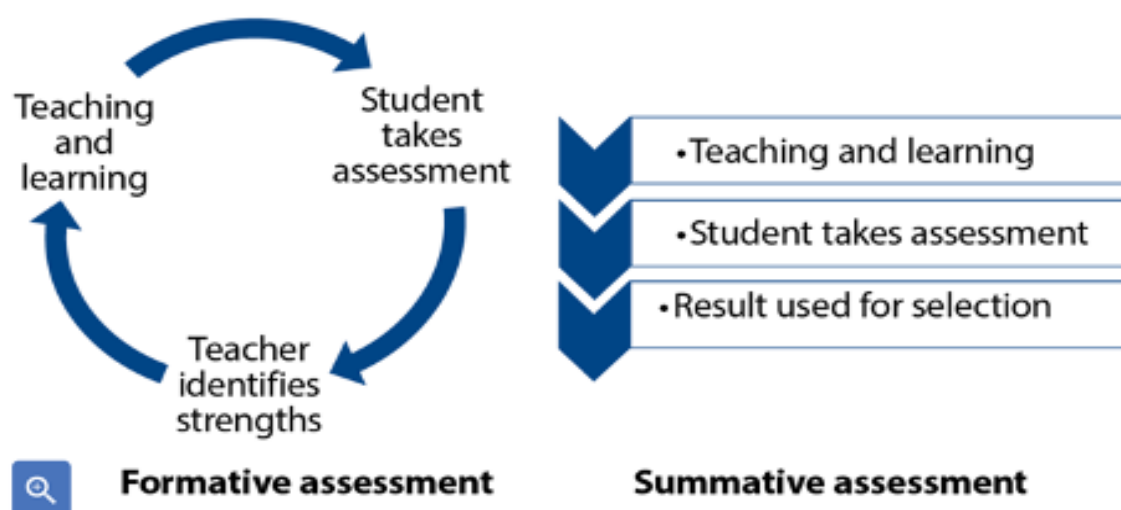
The results of summative assessments are used to:

- Make decisions about student progress and attainment,
- Support further teaching and learning, and
- Inform formal reporting, such as predicted grades or final results.

Within the IB Diploma Programme, summative assessments include a variety of tasks such as essays, oral presentations, written examinations, and final projects. Teachers also administer mock exams to help prepare students for the final assessments.

- **Assessment Criteria:** Students are given clear assessment criteria in advance of each task. This helps them understand what is expected and allows them to approach the task with confidence and focus.
- **Assessment Timeline:** A round of summative assessment is conducted twice in Year 1 (at the end of the 1st semester and at the end of the 2nd semester), and once in Year 2 (February).

Summative assessment results are not based on how students perform relative to one another. Instead, students are assessed against clearly defined performance bands. This ensures fairness and consistency in evaluating each student's individual level of achievement.



Two possible differences in how formative and summative assessments are used. (IBO, 2019)

SUMMARY OF THE FORMS OF ASSESSMENT	
FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
• oral and written feedback • group reflection • parent/student/teacher reflection • turning in work for early feedback • project work analysis • peer assessment • self-assessment • class participation • quizzes	• tests (major tests, end of unit tests) • end of term tests • oral performance/presentation • DP internal assessment components: portfolio, project work • written assignment • past exam papers/mock examination

Internal Assessment

International Baccalaureate (IB) Diploma Programme internal assessment offers students an opportunity to showcase their mastery of subject-specific skills beyond the scope of the final DP examinations. It allows subject teachers to assess a portion of the students' work completed during the course, providing a more detailed picture of their learning and progress. Each subject

includes its own internal assessment component, which is initially graded by the subject teacher and then externally moderated by IB examiners to ensure consistency and fairness. This includes: oral work in languages, fieldwork in geography, laboratory work in the sciences, investigations in mathematics, artistic performances.

These assessments play a significant role in the final DP grade, with each contributing according to the specific weighting established by the IB for that course.

An Internal Calendar is developed to outline deadlines for various assessment stages and core components such as TOK, EE, and CAS. This calendar is designed to enhance student success. It is essential that students and their parents closely adhere to the deadlines specified in the Internal Calendar, which is distributed and explained to students at the start of their first year in the programme.

Student performance is reported annually. For each reporting period, a student's overall performance is represented by an average mark calculated across all subjects, weighted according to the number of weekly teaching periods for each subject. Assessment components include written exams, performance tasks, projects, and practical activities.

In accordance with International Baccalaureate (IB) Diploma Programme regulations, internal assessments are mandatory evaluations designed to assess both subject-specific content and key academic skills.

External Assessment

External assessment in the IB Diploma Programme (DP) at Oakleaf School is a critical component of the overall assessment framework, providing a standardized measure of student achievement across a wide range of subjects. These assessments are developed and evaluated by the International Baccalaureate (IB) to ensure consistency, fairness, and alignment with the programme's rigorous expectations.

a) Structure and Timing

IB external assessments typically take place in April or May of the second year of the DP. These assessments include written examinations, essays, projects, and other forms of evaluation, all of which are externally marked to maintain global comparability. The examination schedule is determined by the IB and shared with students well in advance to support effective planning and preparation.

b) Core External Assessment Components

Oakleaf School students complete a range of externally assessed components, including:

- Examinations – The primary form of external assessment, involving structured questions, essays, data analysis, and case studies, depending on the subject.
- Extended Essay (EE) – An independent, self-directed research paper of approximately 4,000 words, submitted in the final year.

- Theory of Knowledge (TOK) Essay – A critical reflective piece that explores the nature of knowledge, submitted alongside the TOK exhibition.
- Written Assignments – Required in certain language courses, involving in-depth literary analysis or creative responses.
- Visual Arts Exhibition – For Visual Arts students, a curated collection of their artistic work, accompanied by a reflective commentary.

c) Assessment Methods

External assessments encompass a wide range of question formats and task types, including:

- Essays
- Structured problems
- Short-response questions
- Data-response questions
- Text-response questions
- Case-study questions
- Multiple-choice questions (though these are used infrequently)

d) Submission and Deadlines

All externally assessed components must be submitted to the IB according to strict deadlines. The IBDP Coordinator at Oakleaf School is responsible for ensuring that these deadlines are clearly communicated to students, parents, and teachers, ensuring smooth and timely submission.

e) Integrity and Compliance

The school adheres to the highest standards of academic integrity and assessment security. This includes compliance with all IB regulations regarding the administration, submission, and authentication of externally assessed work, ensuring that the assessment process is fair and transparent.

f) Continuous Communication

Regular updates and guidance are provided to students and parents to ensure a clear understanding of assessment expectations, timelines, and requirements. The IBDP Coordinator plays a central role in this communication, fostering a supportive environment that encourages student success in external assessments.

Grading/Marking

Oakleaf School uses a marking system based on the IB grading scale, which ensures a consistent and criterion-referenced approach to evaluating student performance across all DP courses. This standardised approach reflects the rigorous academic standards of the IB and provides clear, meaningful feedback on student achievement.

In the IB Diploma Programme at Oakleaf School, students complete rigorous written examinations at the end of each course, assessed by external IB examiners. Each subject is graded on a 7-point scale, where 7 represents the highest level of achievement and 1 the lowest. This standardised approach ensures a consistent, fair, and globally recognised measure of student performance.

The maximum score a student can earn from their six subject areas is 42 points, reflecting their academic excellence across a diverse range of disciplines.

In addition to subject scores, students also complete the Theory of Knowledge (TOK) course and an Extended Essay (EE), each graded on a letter scale from A (highest) to E (lowest). These components can contribute up to 3 additional points, bringing the maximum possible IB diploma score to 45 points.

This comprehensive assessment structure emphasises both subject mastery and critical thinking, providing students with a well-rounded educational foundation for their future studies.

a. Diploma Points Calculation

The IB Diploma is awarded to students who successfully complete all required components, including six subject courses and the three core elements – the Extended Essay (EE), Theory of Knowledge (TOK), and Creativity, Activity, Service (CAS). The maximum score is 45 points, calculated as follows:

- **Subjects (42 points)** – Each of the six subjects is graded on a scale from 1 (lowest) to 7 (highest), for a possible total of 42 points.
- **Core Subjects (3 points)** – Students can earn up to 3 additional points based on their combined performance in the EE and TOK, using the IB Core Points Matrix.

b. Grading Scale for Subjects

Grades for each subject are assigned as follows:

- 7 – Excellent
- 6 – Very Good
- 5 – Good
- 4 – Satisfactory
- 3 – Mediocre
- 2 – Poor
- 1 – Very Poor

c. Core Subjects Matrix

The EE and TOK are each graded on a scale from A (highest) to E (lowest). The combination of these grades determines the number of core points awarded, as shown in the matrix below:

TOK \ EE	A	B	C	D	E
A	3	3	2	2	F*
B	3	2	2	1	F*
C	2	2	1	0	F*
D	2	1	0	0	F*
E	F*	F*	F*	F*	F*

**An 'E' in either the EE or TOK results in a failing condition, making the candidate ineligible for the diploma.*

d. CAS Requirements

While CAS is not graded, students must meet the minimum CAS requirements as defined by the IB to be eligible for the diploma. This includes consistent participation in creative, active, and service-oriented experiences over the course of the programme, along with reflective documentation to demonstrate personal growth and learning.

e. Conditions for Awarding the Diploma

To be awarded the IB Diploma, students must:

- Complete all six subject courses and the core components (EE, TOK, CAS).
- Achieve at least 24 total points.
- Receive a grade of 2 or above in all subjects.
- Have no more than two grades of 2 across HL and SL subjects.
- Have no more than three grades of 3 or below.
- Earn at least 12 points in HL subjects (the three highest grades count if four HL subjects are taken).
- Earn at least 9 points in SL subjects (students with two SL subjects must gain at least 5 points at SL).
- Meet the CAS requirements.
- Avoid receiving a grade 'E' in both the EE and TOK, as this is a failing condition.
- Avoid receiving a grade 'N' (no grade) in any subject or core component.

This consistent, criterion-based grading approach ensures that student performance is measured against established standards, providing clear and meaningful feedback on student achievement. It also allows students to understand their progress more clearly, aligning their efforts with specific learning goals.

Recording and Reporting

At Oakleaf School, the IB Coordinator and IB teachers will adhere to the IB assessment protocols for recording, reporting, and evaluating both internal and external assessments, as outlined in the current Handbook of Procedures for the Diploma Programme. They will work collaboratively to ensure accurate documentation and communication of all assessment-related information.

1. Internal Assessments (IAs) and Predicted Grades (PGs)
 - All IAs and PGs will be recorded and maintained in both digital and physical formats to ensure secure and organised management of assessment data.
 - Teachers will use the IB Information System (IBIS) to record and submit IAs, PGs, and other required documents for moderation, following the timelines set by the IB.
 - The IB Coordinator, in collaboration with teachers, will verify the accuracy of entries and ensure timely submission of all required components.
2. External Assessments
 - The IB Coordinator will organise and oversee the April-May IB examinations, including securing examination papers and managing the training and supervision of invigilators to maintain exam integrity.
 - Examination scripts will be securely stored and dispatched according to IB guidelines to ensure accurate and fair assessment.
3. Student Reports and Transcripts
 - Oakleaf School will provide students and parents with detailed transcripts reflecting mock exam results, graded on the 1-7 scale used by the IB Diploma Programme.
 - Regular progress updates will be communicated to students and parents through termly reports, reflecting both academic performance and the development of critical IB learner profile attributes.
4. Academic Monitoring and Feedback
 - Teachers will conduct regular assessments, including formative and summative tasks, to monitor student progress.
 - Academic results will be discussed in parent-teacher meetings held each term, providing parents with comprehensive insights into their child's progress.
 - The IB Coordinator will lead regular meetings with the teaching team to review student progress, address challenges, and adjust instructional strategies as necessary.
5. Continuous Improvement
 - Oakleaf School is committed to ongoing reflection and improvement in teaching and assessment practices. The IB Coordinator and teaching team will regularly review assessment outcomes to refine curriculum delivery and support student success.

Homework

Homework at Oakleaf School supports student learning, reinforces classroom instruction, and builds essential skills like self-discipline and organisation. It aligns with the IB Learner Profile, promoting inquiry, critical thinking, and reflection.

Teachers coordinate homework to balance student workload, using platforms to track assignments and communicate deadlines clearly. This approach fosters effective time management and independent learning.

Links Between the Assessment Policy and Other Documents

a. Admissions Policy

The school's admissions policy outlines specific requirements that students must meet to enroll in the IB Diploma Programme. IBDP applicants will complete entrance exams in English and Mathematics. They will also participate in an interview with the IBDP Coordinator and language teachers. Admission results will be communicated to parents within 10 business days after the assessment. If a student has difficulty meeting the academic requirements of the program, a meeting will be arranged with the Diploma Programme Coordinator.

b. Language Policy

The school's language policy outlines the designated languages of instruction across the curriculum. It is guided by the objective of fostering students' linguistic proficiency while promoting intercultural understanding and appreciation of linguistic diversity. In the context of the IBDP, English becomes the primary language of instruction. This transition reflects the nature of the IBDP curriculum, which is delivered predominantly in English. All students enrolled in the IBDP will be expected to engage with all subjects in English, except where the curriculum specifically allows for the use of other languages (e.g., Group 1 language courses).

c. Academic Integrity Policy

At Oakleaf School, the Assessment Policy and the Academic Integrity Policy are closely interconnected, reflecting the shared commitment to fostering a culture of honesty, fairness, and personal responsibility in the academic journey of each student.

Effective assessment relies on authentic student work, ensuring that the grades awarded accurately reflect individual understanding and skill. The principles outlined in the Academic Integrity Policy are therefore fundamental to the assessment process, reinforcing the importance of original thought, accurate attribution of sources, and ethical behaviour in all aspects of learning.

The Academic Integrity Policy sets clear expectations for academic honesty, including guidelines for proper citation, collaboration, and the responsible use of external resources. It defines what constitutes academic misconduct, such as plagiarism, collusion, duplication of work, and malpractice, all of which directly impact the credibility and reliability of assessment outcomes.

To maintain the integrity of assessment:

- Students are required to submit work that is entirely their own, reflecting their independent research, analysis, and creative expression.
- Teachers are responsible for guiding students in understanding and adhering to academic integrity principles, including the correct use of citation and referencing tools.
- The school implements robust procedures for detecting and addressing academic misconduct, ensuring that assessment results are a true reflection of student achievement.

By aligning the Assessment Policy with the Academic Integrity Policy, Oakleaf School aims to develop students who value honesty and integrity as essential aspects of academic success and lifelong learning.

d. Inclusion Policy

The Assessment Policy is designed to work in harmony with the Inclusion Policy, ensuring that every student, regardless of their learning needs, can demonstrate their full potential.

The Inclusion Policy guides the provision of personalised support, accommodations, and differentiated instruction for students with diverse learning profiles. This alignment impacts assessment practices by:

- Providing alternative assessment methods and flexible timelines where appropriate.
- Ensuring assessments are designed to be accessible and fair, removing barriers that may disadvantage students with specific needs.
- Emphasising progress and effort, not just outcomes, in evaluating student achievement.

Together, these policies foster a supportive learning environment where all students have the opportunity to succeed and thrive.

Roles and Responsibilities for Implementing, Evaluating and Reviewing the Assessment Policy and for Training New Teachers

At Oakleaf School, the successful implementation, ongoing evaluation, and periodic review of the Assessment Policy require the collaborative efforts of the entire school community. Clear roles and responsibilities ensure consistency, fairness, and alignment with the goals of the IB Diploma Programme.

1. School Leadership Team

- Oversee the overall implementation and alignment of the Assessment Policy with the school's mission, vision, and other key policies.

- Allocate resources and provide ongoing professional development to ensure that all teachers are well-versed in IB assessment practices.
- Lead regular reviews of the policy to incorporate feedback, address emerging challenges, and reflect updates to IB requirements.

2. Students

- Take ownership of their learning by engaging actively in classroom discussions, projects, and assessments.
- Submit original work and adhere to the Academic Integrity Policy, ensuring that all assignments, including the Extended Essay and Internal Assessments, reflect their personal understanding and research.
- Actively participate in formative assessments, such as group presentations, peer reviews, and reflective journals, to develop a deeper understanding of the subject matter.
- Use teacher feedback to identify strengths and areas for growth, setting personal goals for improvement.
- Communicate openly with teachers about challenges, including seeking support when needed.
- Meet the specific IB assessment requirements for each subject, including submission of Internal Assessments, participation in the Theory of Knowledge course, and completion of the Extended Essay, ensuring that all components are submitted on time and meet IB standards.

3. Teachers

- Design assessments that reflect the diverse abilities and interests of students, incorporating real-world applications where possible.
- Provide timely, personalized feedback that goes beyond just grades, helping students understand their progress and set realistic goals.
- Use assessment data to adjust teaching strategies, ensuring all students are appropriately challenged.
- Support new teachers by modelling best practices, sharing assessment strategies, and collaborating on cross-disciplinary projects.
- Participate in professional development to stay current with IB assessment standards and methodologies.

4. Diploma Programme Coordinator

- Lead the development and regular review of the assessment policy to ensure alignment with IB standards and the unique needs of the school.
- Facilitate ongoing training for teachers, including internal standardization sessions, to maintain consistency in grading and assessment.
- Serve as a liaison between the school and the IB, ensuring that all assessment procedures, including coursework submission and moderation, meet global standards.
- Support teachers in integrating inquiry-based learning approaches and subject-specific assessment criteria into their teaching.
- Oversee the tracking of student progress to identify trends and address areas where additional support is needed.

5. Parents

- Encourage their children to meet the demands of the IB Diploma Programme, providing support at home for time management, research, and critical thinking.
- Stay informed about assessment expectations through parent-teacher conferences, newsletters, and the school's digital platforms.
- Foster an environment that supports academic honesty, encouraging students to take pride in their original work.
- Provide feedback to the school on the effectiveness of assessment practices, helping shape future policies.
- Participate in workshops or information sessions to better understand the assessment criteria and expectations, supporting their child's learning journey.

References:

International Baccalaureate Organization. *Assessment and exams*. International Baccalaureate. <https://www.ibo.org/programmes/diploma-programme/assessment-and-exams/understanding-ib-assessment/>

International Baccalaureate Organization. *Understanding DP assessment*. International Baccalaureate. <https://www.ibo.org/programmes/diploma-programme/assessment-and-exams/understanding-ib-assessment/>

International Baccalaureate Organization. (2010). *Guidelines for developing a school assessment policy in the Diploma Programme*.

International Baccalaureate Organization. (2015). *Diploma Programme: From principles into practice*.

International Baccalaureate Organization. (2019). *Assessment principles and practices—Quality assessments in a digital age*.

International Baccalaureate Organization. (2021). *Teaching and learning informed by assessment in the Diploma Programme*.

International School of Poznan (2021). *Assessment Policy in the IB Diploma Programme*.

This document's language and grammar were refined with the assistance of *ChatGPT (OpenAI, May 2025)*. All policy content and decisions are the responsibility of Oakleaf School