



WHITEFIELD, BANGALORE

ASSESSMENT POLICY

Policy Information	Details
Document No.: Assessment Policy 2023	Revision No. 2
Prepared by: Head of School, DP Coordinator, MYP Coordinator, PYP Coordinator, Subject teachers	First Preparation Date: June 2023 Revision No. 1 January 2025
Approved by: Head of School	Last review date: August 2026
Next review: August 2028	Review cycle: Once every two years

Mission, Vision and IB Alignment

OWIS Mission

At One World International School, our mission is to develop inquiring, compassionate, reflective lifelong learners who respect all cultures and care for our world. We believe every child should have equitable access to best-in-class future-proofed education.

OWIS Vision

OWIS aspires to be a leader in providing world-class quality and affordable education to all students, with an emphasis on values, collaboration, creativity and service to others.

Alignment with the IB Mission

OWIS aligns its assessment practices with this mission by using assessment not only to measure achievement but also to support inquiry, reflection, independence, responsible decision-making and lifelong learning.

At One World International School, our mission is to develop inquiring, compassionate and reflective lifelong learners who respect all cultures and care for our world. We believe every child should have equitable access to best-in-class, future-ready education.

Assessment at OWIS supports this mission by helping every learner understand:

- what they know and understand;
- what they can do;
- where they are in their learning;
- what they need to improve; and
- what their next steps should be.

Assessment is therefore used as a means of supporting student growth, rather than merely assigning grades.

The policy promotes international-mindedness and the development of ATL skills, enabling students to understand and appreciate diverse perspectives, communicate effectively, reflect on their learning and take responsible action.

IB LEARNER PROFILE AND ASSESSMENT

Assessment at OWIS contributes to the development of the ten IB Learner Profile attributes.

Learner Profile	Connection with Assessment
Inquirers	Students ask questions, investigate, research and use evidence to demonstrate learning.
Knowledgeable	Students develop conceptual understanding and apply knowledge across disciplines and contexts.
Thinkers	Students analyse, evaluate, solve problems and make reasoned decisions.
Communicators	Students communicate their learning through oral, written, visual, digital and other appropriate modes.
Principled	Students demonstrate honesty, authenticity, responsibility and academic integrity.
Open-minded	Students consider different perspectives and respond positively to feedback.
Caring	Students demonstrate empathy, respect and collaboration during learning and assessment.

Risk-takers	Students approach challenging tasks with confidence, resilience and willingness to learn from mistakes.
Balanced	Assessment practices consider academic progress alongside wellbeing and manageable workload.
Reflective	Students reflect on learning, identify strengths and areas for development, and set goals.

Assessment therefore contributes directly to the development of internationally minded, reflective and responsible learners.

ASSESSMENT PHILOSOPHY

At OWIS, assessment is an integral part of teaching and learning.

Our assessment philosophy is based on the belief that assessment should:

- make learning visible;
- provide evidence of student learning;
- inform teaching and planning;
- identify strengths and areas for growth;
- provide meaningful feedback;
- encourage reflection and self-assessment;
- develop student agency;
- support differentiation and intervention;
- communicate progress to students and families; and
- contribute to continuous improvement in teaching and learning.

Assessment at OWIS is ongoing, purposeful, developmentally appropriate, inclusive and evidence-informed. Assessment is understood through three complementary purposes:

Acknowledgement

Recognising student effort, participation, development, learning behaviours and contributions.

Recognition

Identifying progress, growth, strengths and emerging capabilities.

Achievement

Determining the extent to which students have demonstrated the intended knowledge, conceptual understanding, skills and competencies.

These purposes work together to provide a holistic understanding of each learner.

International-Mindedness and ATL in Practice

Assessment practices support international-mindedness by encouraging students to consider different perspectives, reflect on their learning and understand that learning and achievement can be demonstrated in diverse ways.

ATL skills are integral to the assessment process. Students develop **thinking, communication, research, social and self-management skills** through goal setting, feedback, reflection, self-assessment and peer assessment. Assessment therefore becomes an ongoing process through which students understand their progress and take increasing ownership of their learning.

PURPOSE OF ASSESSMENT

Assessment at OWIS serves three broad purposes.

Assessment for Learning

Assessment is used during learning to identify what students understand and determine appropriate next steps.

Assessment as Learning

Students actively participate in assessment through self-assessment, peer assessment, reflection, goal setting and monitoring of their own progress.

Assessment of Learning

Assessment provides evidence of achievement against defined learning outcomes, objectives, criteria or standards.

The balance between these purposes varies according to students' age, developmental stage and programme requirements.

PRINCIPLES OF ASSESSMENT

All assessment practices at OWIS are guided by the following principles.

Validity

Assessment should measure the intended learning outcomes, knowledge, conceptual understanding and skills.

Reliability and Consistency

Assessment judgements should be sufficiently consistent and supported by clear criteria, descriptors, exemplars and standardisation practices.

Transparency

Students should understand:

- what they are learning;
- what is being assessed;
- the criteria or success indicators;
- how their work will be judged; and
- how feedback can be used to improve.

Parents and other relevant stakeholders should have access to appropriate information about assessment and reporting.

Fairness and Inclusion

Assessment should provide equitable opportunities for all students to demonstrate learning.

Where appropriate, reasonable accommodations, differentiation and access arrangements are provided in accordance with student needs and relevant IB requirements.

Authenticity

Where appropriate, assessment should enable students to apply learning to meaningful, real-world, unfamiliar or authentic contexts.

Variety

No single assessment method can provide a complete picture of learning. OWIS therefore uses a range of assessment strategies and evidence.

Manageable Assessment Load

Assessment should be purposeful and proportionate. The quantity and timing of assessments should not unnecessarily burden students or reduce meaningful learning time.

Meaningful Feedback

Assessment should generate feedback that helps students understand:

- what they have achieved;
- what they need to improve; and
- what their next steps should be.

Student Agency

Students should progressively take greater responsibility for assessing, reflecting on and communicating their own learning.

Professional Learning

Teachers are expected to develop assessment literacy through professional development, collaborative planning, standardisation and reflection.

ASSESSMENT ACROSS OWIS CONTINUUM

OWIS follows a progressive and continuous approach to assessment from Early Years through PYP, MYP and DP.

Programme	Primary Assessment Emphasis
Early Years	Observation, play-based assessment, developmental milestones, interactions, learning stories and evidence of emerging skills
PYP	Monitoring, documenting, measuring and reporting learning; formative assessment, observation, performance, portfolios, reflection and self-assessment

MYP	Criterion-related assessment, formative and summative assessment, subject-specific objectives, achievement levels, reflection and increasing student ownership
DP	Subject-specific criteria, internal assessment, external assessment, examinations, coursework and externally validated assessment

Across all programmes, assessment is used to:

- understand prior learning;
- gather evidence of learning;
- provide meaningful feedback;
- identify strengths and areas for growth;
- inform teaching and differentiation;
- support reflection and goal setting;
- communicate progress; and
- develop increasing student agency and assessment literacy.

Assessment practices become progressively more structured as students move through the continuum while maintaining the common purpose of supporting learning and growth.

FOUR DIMENSIONS OF ASSESSMENT IN THE PYP

In the PYP, assessment has four interconnected dimensions:

- Monitoring
- Documenting
- Measuring
- Reporting

The PYP places particular emphasis on monitoring and documenting, as these provide actionable evidence and feedback that can help learners move their learning forward.

8.1 Monitoring Learning

Monitoring is the ongoing process of observing and interpreting learning as it occurs.

- Teachers monitor:
- prior knowledge;
- conceptual understanding;
- skills and approaches to learning;
- misconceptions;
- student questions and thinking;
- learning behaviours;
- progress towards learning goals; and
- responses to feedback.

Documenting Learning

Documentation makes learning visible.

Evidence may include:

- student work;
- photographs and videos where appropriate;
- learning journals;
- portfolios;
- student reflections;
- observations;
- anecdotal records;
- rubrics;
- checklists;
- recordings of student thinking;
- drafts and revisions; and
- evidence of action.

Measuring Learning

Measuring involves determining the extent to which students have demonstrated intended learning outcomes, knowledge, understanding and skills.

Measurement may include:

- criteria;
- success criteria;
- rubrics;
- performance levels;
- developmental indicators;
- subject-specific objectives;
- standardised assessments; and
- achievement levels.

Reporting Learning

Reporting communicates information about student learning and progress to relevant stakeholders.

Reporting includes:

- written reports;
- portfolios;
- student-led conferences;
- parent-teacher meetings;
- exhibitions;
- presentations;

- learning conversations;
- digital learning records; and
- formal IB reporting where applicable.

ASSESSMENT IN THE EARLY YEARS

In the Early Years, assessment is primarily developmental, observational and play-based.

Teachers use assessment to understand each child's:

- developmental progress;
- communication and language development;
- social and emotional development;
- physical development;
- emerging cognitive skills;
- independence;
- approaches to learning;
- interests and dispositions; and
- readiness for subsequent learning.

Assessment approaches include:

- teacher observation;
- anecdotal records;
- photographs and videos where appropriate;
- learning stories;
- conversations with children;
- samples of children's work;
- performance and play-based tasks;
- developmental indicators;
- student voice and reflection; and

- portfolios.

Assessment information is used to plan appropriate learning experiences, differentiation and support.

ASSESSMENT IN THE PRIMARY YEARS PROGRAMME

Assessment in the PYP is an integral part of inquiry and learning. Teachers gather evidence through a range of approaches, including:

- Observation
- Students are observed individually, in groups and during authentic learning experiences.
- Performance Assessment
- Students demonstrate learning through meaningful tasks, investigations, presentations, experiments, projects, creations and other performances.
- Selected Response
- Quizzes, questions and other focused activities may be used where appropriate to gather evidence of specific knowledge or understanding.
- Open-Ended Tasks

Students demonstrate learning through explanations, investigations, written responses, discussions and creative tasks.

Portfolios

Portfolios provide evidence of student learning and growth over time and may include photographs, student work, reflections, teacher feedback and other evidence from units of inquiry.

Self and Peer Assessment

Students reflect on their learning and, where developmentally appropriate, use criteria or success indicators to assess their own and peers' work.

Learning Conversations

Teacher-student conferences and discussions help identify understanding, misconceptions and next steps.

Assessment evidence is used to inform planning, differentiation, intervention and communication with families.

ASSESSMENT IN THE MIDDLE YEARS PROGRAMME

MYP assessment at OWIS is criterion-related and focuses on achievement of the objectives prescribed for each subject group.

Teachers design assessment tasks that provide students with opportunities to demonstrate knowledge, conceptual understanding and skills in appropriate contexts.

Assessment may include:

- investigations;
- research;
- essays and extended writing;
- presentations;
- debates;
- projects;
- practical work;
- performances;
- experiments;
- examinations and tests;
- portfolios;

- interdisciplinary tasks; and
- authentic real-world applications.

MYP ASSESSMENT CRITERIA AND ACHIEVEMENT LEVELS

Each MYP subject group has four subject-specific assessment criteria.

Teachers:

- design assessment tasks aligned with relevant subject objectives and criteria;
- communicate criteria to students;
- use task-specific clarifications or rubrics where appropriate;
- provide opportunities to demonstrate different strands of criteria;
- gather multiple pieces of evidence;
- use professional judgement and the best-fit approach;
- participate in collaborative standardisation; and
- provide feedback to support improvement.

Best-Fit Approach

MYP achievement levels are determined using professional judgement and the best-fit approach.

Teachers do not simply calculate an arithmetic average of individual assessment scores. They consider the quality and consistency of evidence against the relevant criterion descriptors.

Assessment judgements are based on sufficient evidence collected across the learning period rather than relying unnecessarily on a single assessment.

Teachers ensure that students have appropriate opportunities to demonstrate the required strands of each criterion across the academic year.

MYP PERSONAL PROJECT

The MYP Personal Project is a significant culminating learning experience in MYP 5.

Students undertake an extended, student-driven process demonstrating:

- inquiry;
- planning;
- research;
- action;
- communication;
- independent learning; and
- reflection.

The school provides:

- a supervisor;
- regular supervision meetings;
- guidance on academic integrity;
- opportunities for feedback;
- monitoring of progress; and
- internal standardisation of assessment.

The Personal Project is a compulsory component of MYP 5.

MYP eAssessment

Where OWIS participates in MYP eAssessment, assessment will be conducted according to current IB registration requirements, subject guides, assessment specifications and published deadlines.

Depending on the school's registration and the relevant assessment session, MYP eAssessment may include:

- on-screen examinations;
- ePortfolios; and
- Personal Project assessment.

MYP grades use the IB 1–7 scale, with 7 representing the highest grade.

Assessment is based on achievement against established standards rather than ranking students against one another.

ePortfolio Assessment and Moderation

Where applicable, subjects such as:

- Visual Arts;
- Physical and Health Education; and
- Design

may be assessed through ePortfolios according to the school's registered IB assessment components.

The IB moderation process involves the external review of selected samples of student work to determine whether school-based assessment judgements are consistent with international standards.

Re-evaluation Requests

Any request for re-evaluation of externally assessed or moderated MYP work will follow current IB procedures and regulations.

Where a re-evaluation may have implications for a cohort or moderated component, the school will communicate the relevant implications to families before proceeding.

ASSESSMENT IN MIDDLE YEAR PROGRAM

Formative Assessment:

Formative assessment is an ongoing process used to gather evidence of learning and determine appropriate next steps.

It may include:

- questioning;
- classroom discussions;
- exit tickets;
- quizzes;
- retrieval activities;
- observations;
- conferencing;
- peer assessment;
- self-assessment;
- concept maps;
- graphic organisers;
- drafts;
- project checkpoints;
- feedback cycles;
- learning journals; and
- reflections.

Formative assessment is used to:

- identify misconceptions;
- adjust teaching;
- differentiate instruction;
- provide intervention;
- establish learning goals; and
- prepare students for subsequent learning.

Formative assessment does not necessarily carry a grade.

Summative Assessment:

Summative assessment provides evidence of achievement at an appropriate point in the learning process.

It may occur at the end of:

- a unit;
- a learning sequence;
- a project;
- a semester;
- a programme; or
- a formal IB assessment component.

Summative assessment may include tests, examinations, performances, investigations, presentations, projects, essays, practical work and other appropriate forms.

The purpose is to determine the extent to which intended learning has been demonstrated.

ASSESSMENT STRATEGIES AND TOOLS

OWIS uses a variety of assessment strategies and tools.

Assessment Strategies

- Observation
- Selected response
- Open-ended response
- Performance assessment
- Process-focused assessment
- Self-assessment
- Peer assessment
- Teacher questioning
- Learning conversations
- Portfolio assessment
- Project-based assessment
- Research and investigation
- Reflection

Assessment Tools

- Rubrics
- Criteria
- Checklists
- Success criteria
- Anecdotal records
- Learning journals
- Portfolios
- Digital evidence
- Quizzes
- Tests
- Examinations
- Conferences

- Student reflections

GRASPS

Where appropriate, OWIS may use the **GRASPS** framework when designing authentic summative assessment tasks:

G	—	Goal
R	—	Role
A	—	Audience
S	—	Situation
P	—	Product/Performance
S – Standards/Success Criteria		

GRASPS is an assessment design framework used by OWIS. It does not replace IB subject-specific assessment criteria.

Teachers select assessment methods based on the learning objective and evidence required, rather than using a fixed assessment format for every unit.

ASSESSMENT SCHEDULING AND STUDENT WORKLOAD

Assessment schedules are planned collaboratively to maintain an appropriate balance between learning, assessment and student wellbeing.

Teachers and Programme Coordinators consider:

- unit length and complexity;
- number of summative assessments;
- major projects and deadlines;
- examinations;

- external assessment requirements;
- other programme commitments;
- student workload; and
- opportunities for feedback and revision.

The school seeks to avoid unnecessary duplication and excessive clustering of high-stakes assessments.

FEEDBACK, REFLECTION AND STUDENT AGENCY

At OWIS, Feedback is an essential part of the assessment process.

Effective feedback should be:

- timely;
- specific;
- understandable;
- related to the learning goal or criteria;
- focused on improvement; and
- accompanied, where appropriate, by opportunities to act on the feedback.

OWIS promotes the cycle:

Where am I now? → Where do I need to go? → What can I do next?

Students are progressively supported to:

- understand assessment criteria;
- evaluate their own work;
- identify strengths and areas for development;
- respond to feedback;
- set learning goals;
- monitor progress; and
- reflect on learning.

ASSESSMENT IN THE DIPLOMA PROGRAMME

Assessment in the DP provides evidence of students' achievement against the aims and objectives of each course.

DP assessment may include:

- external examinations;
- internally assessed components;
- coursework;
- investigations;
- oral assessments;
- projects;
- the Extended Essay;
- Theory of Knowledge components; and
- other subject-specific assessment requirements.

Monthly unit tests will be conducted to assess students' understanding of the concepts and skills covered during the respective learning period.

These assessments will:

- Cover the relevant content and learning objectives completed during the month.
- Help teachers monitor students' progress.
- Provide students with regular opportunities to practise examination skills.
- Help identify areas that require further reinforcement.

The results of these assessments will be analysed to plan appropriate academic support and intervention.

At the completion of each unit, students will undertake a summative assessment.

The summative assessment will evaluate students' overall understanding and application of the concepts, skills, and learning objectives covered in the unit.

Teachers will ensure that assessment tasks are appropriately aligned with the subject requirements and relevant DP assessment practices.

A Term-End Examination/Assessment will be conducted at the end of each term.

The Term-End Assessment will provide an opportunity to evaluate students' cumulative learning and their ability to apply knowledge and skills across the topics covered during the term.

The assessment will also help students develop:

- Examination preparedness.
- Time-management skills.
- Application and analytical skills.
- Confidence in handling extended assessments

In addition to the regular unit tests, summative assessments, and Term 1 End Assessment, DP Year 2 students will undertake a Mock Examination.

The Mock Examination will be conducted to provide students with an opportunity to experience an examination environment and prepare for their final DP examinations.

The Mock Examination will help students and teachers:

- Evaluate students' overall readiness for the final examinations.
- Identify strengths and areas requiring further improvement.
- Familiarise students with examination procedures and time management.
- Practise responding to examination-style questions.
- Develop appropriate examination strategies.
- Plan targeted academic support before the final examinations.

OWIS will ensure that:

- assessment requirements are clearly communicated;
- students understand criteria and expectations;
- command terms are explicitly taught;
- academic integrity is reinforced;
- internal assessment deadlines are monitored;
- authentication procedures are followed;

- eligible students receive approved access arrangements; and
- IB deadlines and regulations are followed.

DP grades use the IB 1–7 scale, with 7 representing the highest grade.

Assessment is based on achievement against established standards rather than ranking students against one another.

GRADING AND REPORTING

Grading practices vary according to the programme.

PYP

The PYP uses **criterion-based assessment descriptors** to communicate students’ learning and progress. Student achievement is described using levels such as **Beginning, Developing, Achieving and Excelling**, supported by clear descriptors that explain the knowledge, understanding, skills and application demonstrated by the student. These descriptors are used to provide meaningful feedback, identify areas for growth and guide next steps in learning. Reporting focuses on learning progress, achievement, development, feedback, reflection and next steps.

MYP

MYP assessment uses subject-specific criteria and achievement levels.

Where an overall subject grade is reported, the IB 1–7 grading scale and applicable grade descriptors are used.

MYP 1–7 Scale

Grade	General Description
7	Excellent achievement

6	Very good achievement
5	Good achievement
4	Satisfactory achievement
3	Limited achievement
2	Very limited achievement
1	Minimal achievement

Subject-specific grade descriptors and current IB guidance are used when determining final grades.

DP

DP courses use the IB 1–7 grading scale and the assessment procedures established by the IB for each subject.

Reporting at OWIS

Reports should provide a balanced picture of:

- achievement;
- progress;
- strengths;
- areas for development;
- approaches to learning;
- effort where applicable;
- teacher feedback; and
- next steps.

LEARNING ENGAGEMENTS AND ASSESSMENT EVIDENCE

Assessment is embedded within learning rather than restricted to formal tests.

Student-Led Conferences

Students communicate their learning, reflect on progress and share evidence with their parents.

Exhibitions and Presentations

Students demonstrate understanding, application, communication and reflection through authentic presentations.

Portfolios

Portfolios provide evidence of learning development over time.

In the PYP, portfolios may include images, student work, reflections, teacher feedback and evidence of students constructing meaning throughout units of inquiry.

Learning Journals

Students document thinking, reflection, inquiry and learning processes.

Projects and Investigations

Students apply knowledge and skills to meaningful questions and problems.

Conferences

Teacher-student conferences provide opportunities for dialogue, feedback, goal setting and reflection.

Additional Points for Assessment in MYP & DP

1. Predicted Grades

- Predicted grades should be prepared for all Middle Year Program & Diploma Programme students at appropriate stages of the academic year.
- Predicted grades should be based on students' demonstrated achievement, assessment evidence, internal assessments, mock examinations, coursework, and overall academic progress.
- Teachers should review and update predicted grades periodically to ensure that they accurately reflect the student's current level of achievement and potential.
- Predicted grades should be supported by clear evidence and maintained in accordance with the school's assessment and reporting procedures.

2. Promotion Criteria – MYP

- Students in the Middle Years Programme (MYP) will be considered for promotion to the next academic year based on their overall academic performance and achievement of the required MYP objectives.
- As a minimum requirement for promotion, students should achieve Level 3 or above in the relevant subject areas.
- Students who do not meet the minimum achievement requirement may be subject to an academic review and an appropriate support or intervention plan.
- Promotion decisions should consider the student's overall progress, effort, attendance, engagement, and demonstrated achievement, in addition to the minimum academic requirements.

3. Promotion Criteria – DP

- Promotion within the Diploma Programme (DP) will be determined based on students' academic performance, progress, and readiness to successfully meet the requirements of the programme.
- Students should achieve a minimum grade of 4 in Higher Level (HL) subjects and 3 in Standard Level (SL) subjects.
- Students who do not meet these minimum subject-specific requirements should be identified for academic intervention and monitored through an appropriate support plan.

- Continued enrolment in the DP should be reviewed where a student consistently fails to meet the minimum achievement criteria or demonstrates insufficient progress toward meeting programme requirements.
- Promotion and continuation decisions should also take into account internal assessments, coursework, attendance, engagement, and the student's overall readiness for the next stage of the programme.

4. Academic Support and Intervention

- Students who fall below the prescribed minimum achievement levels should receive timely academic support and intervention.
- Subject teachers, coordinators, and relevant members of the academic leadership team should monitor the progress of identified students.
- Parents/guardians should be informed where a student is at risk of not meeting the promotion criteria, and appropriate strategies should be agreed upon to support improvement.

STANDARDISATION, MODERATION AND PROFESSIONAL JUDGEMENT

Internal Standardisation

Teachers participate in collaborative standardisation to ensure a common understanding and application of assessment criteria and standards.

Standardisation may involve:

- reviewing student work;
- discussing criteria and descriptors;
- examining exemplars;
- comparing judgements;
- identifying inconsistencies; and
- agreeing on a shared interpretation of standards.

External Moderation

Where applicable, student work is submitted to the IB for external moderation.

External moderation supports consistency between school-based assessment judgements and international IB standards.

Professional Judgement

Teachers use professional judgement informed by:

- published criteria;
- descriptors;
- task-specific clarifications;
- student evidence;
- standardisation;
- programme requirements; and
- relevant IB guidance.

COMMERCIAL AND STANDARDISED ASSESSMENT TOOLS

OWIS uses standardized assessment tools to supplement classroom assessment and provide additional evidence of student progress.

These assessments do not replace teacher assessment or IB programme assessment.

Cognitive Abilities Test - CAT4

OWIS uses General Level CAT4 testing on a need-based basis to provide information about students' cognitive strengths and learning profiles.

Results may be considered alongside:

- previous academic records;

- classroom evidence;
- teacher observations;
- student work;
- learning needs; and
- other relevant information.

CAT4 data informs differentiation, intervention and learning support.

MAP Growth (Measurement Aptitude Test)

OWIS uses MAP Growth as a standardized adaptive assessment to monitor student progress and identify areas requiring support or extension.

Where implemented, MAP assessments may be conducted up to three times during the academic year from PYP 1 onwards and may continue through the secondary years according to the school's assessment plan.

MAP data is used to:

- monitor growth;
- identify learning gaps;
- establish targeted goals;
- support differentiated instruction; and
- inform teaching and intervention.

Standardised assessment results are considered as one source of evidence, not the sole basis for decisions about student achievement.

INCLUSION AND ACCESS ARRANGEMENTS

Assessment at OWIS is designed to provide equitable opportunities for students with diverse learning needs.

Teachers consider appropriate adjustments to:

- assessment format;
- instructions;
- timing;
- environment;
- mode of response;
- access to assistive technology; and
- other reasonable accommodations.

For formal IB assessments, access arrangements will be provided in accordance with current IB requirements and approval procedures.

Assessment accommodations should reduce barriers that are unrelated to the intended learning outcome while maintaining the integrity of what is being assessed.

ACADEMIC INTEGRITY IN ASSESSMENT

Assessment at OWIS is grounded in academic integrity.

Students are expected to:

- submit their own work;
- acknowledge sources appropriately;
- use technology and AI responsibly;
- follow assessment instructions;
- respect examination conditions;
- avoid plagiarism and other forms of academic misconduct; and
- understand the consequences of academic dishonesty.

Teachers explicitly teach academic integrity as part of learning.

Assessment tasks should, where appropriate, allow teachers to identify and support authentic student thinking and learning.

All formal IB assessments follow the relevant IB academic integrity requirements.

ALIGNMENT WITH NATIONAL REQUIREMENTS

As an IB World School, OWIS maintains alignment between IB programme requirements and applicable national and state requirements.

Where applicable:

- learning experiences address relevant national curriculum expectations;
- national or state assessment requirements are incorporated into planning;
- required records and documentation are maintained;
- students are prepared for relevant external assessments or certification requirements;
- and
- IB assessment principles continue to guide assessment design wherever programme requirements allow.

DIGITAL ASSESSMENT AND RECORD KEEPING

OWIS uses its Learning Management System, including Toddle, to support assessment and reporting.

Digital assessment records may include:

- assessment tasks;
- rubrics;
- achievement levels;
- grades;
- teacher feedback;
- student reflections;
- portfolios;
- evidence of learning;
- progress data; and

- reports.

Assessment information is maintained securely and shared only with appropriate stakeholders.

Assessment records are retained according to school requirements and applicable regulations.

PARENT-TEACHER MEETINGS

Parent-Teacher Meetings are an important component of assessment and reporting.

Parents have opportunities to:

- meet teachers;
- understand their child's progress;
- discuss strengths;
- identify areas for development;
- review assessment evidence;
- understand learning goals; and
- discuss strategies for supporting learning at home.

Parents may request a meeting with a teacher or Programme Coordinator during the academic year when additional discussion is required.

PTMs promote feedback, feedforward and partnership between students, teachers and families.

ROLES AND RESPONSIBILITIES

Students

Students are expected to:

- participate actively in assessment;
- understand assessment expectations;
- complete work honestly;
- reflect on feedback;
- set learning goals;
- monitor their progress; and
- increasingly take responsibility for their learning.

Teachers

Teachers are responsible for:

- designing valid and purposeful assessments;
- using a range of assessment strategies;
- communicating criteria and expectations;
- gathering sufficient evidence;
- providing meaningful feedback;
- adapting instruction based on assessment evidence;
- maintaining accurate assessment records;
- participating in standardisation; and
- following programme and IB assessment requirements.

Programme Coordinators

Programme Coordinators are responsible for:

- supporting consistent assessment practices;
- monitoring assessment schedules;
- supporting teachers with standardisation;
- ensuring programme requirements are followed;
- coordinating external IB assessment where applicable;

- communicating assessment expectations; and
- reviewing assessment data to inform programme improvement.

School Leadership

School leadership is responsible for:

- ensuring implementation of the Assessment Policy;
- providing appropriate professional development;
- monitoring assessment practices;
- ensuring equitable and inclusive assessment;
- supporting resource allocation; and
- overseeing regular policy review.

Parents/Guardians

Parents and guardians are encouraged to:

- understand the school's assessment approach;
- engage with reports and feedback;
- attend conferences where appropriate;
- support healthy learning habits; and
- communicate relevant concerns with teachers or Programme Coordinators.

CONNECTION WITH OTHER OWIS POLICIES

Assessment at OWIS is interconnected with the school's wider policies. The Assessment Policy works in conjunction with the Language Policy, Inclusion Policy, Academic Integrity Policy and Admissions Policy to ensure a coherent approach to student learning and support.

Assessment Policy and Language Policy

Language is frequently the medium through which students access, process and demonstrate learning.

The Language Policy therefore informs assessment practices by ensuring that:

- students have equitable opportunities to access assessment;
- language proficiency is considered when interpreting evidence of learning;
- language demands are appropriate to the intended learning outcomes;
- students developing English proficiency receive appropriate language support;
- teachers distinguish, where possible, between conceptual difficulties and difficulties arising primarily from language proficiency;
- students may demonstrate learning through varied modes of communication where appropriate; and
- multilingualism is recognised as an asset.

Assessment should not create unnecessary linguistic barriers when language proficiency is not the intended learning outcome.

Where language is the intended learning outcome, the relevant language knowledge and skills will be assessed appropriately.

The Language Policy and Assessment Policy therefore work together to support equitable access, language development and accurate interpretation of learning.

Assessment Policy and Inclusion Policy

The Assessment Policy and Inclusion Policy share the principle that all students should have equitable opportunities to participate in learning and demonstrate achievement.

The Inclusion Policy informs assessment through:

- differentiated assessment opportunities;
- appropriate accommodations and access arrangements;

- consideration of individual learning needs;
- multiple ways of demonstrating learning where appropriate;
- reasonable adjustments;
- collaboration between teachers, coordinators, learning support staff and families;
and
- monitoring of student progress and support needs.

Assessment evidence may also contribute to identifying students requiring intervention, extension or learning support.

For formal IB assessments, all access arrangements must follow current IB requirements and approval procedures.

Assessment Policy and Academic Integrity Policy

Assessment and academic integrity are intrinsically connected.

The Academic Integrity Policy informs assessment practices by establishing expectations regarding:

- honesty;
- authenticity;
- responsible use of sources;
- appropriate citation and acknowledgement;
- collaboration;
- independent work;
- responsible use of technology and artificial intelligence;
- examination conduct; and
- consequences of academic misconduct.

Teachers explicitly teach academic integrity and provide students with opportunities to understand how to demonstrate learning authentically.

All formal IB assessments follow relevant IB academic integrity requirements.

Assessment Policy and Admissions Policy

The Admissions Policy and Assessment Policy are connected from the point of student entry.

Admissions assessments and diagnostic information may provide evidence of:

- prior learning;
- academic readiness;
- language proficiency;
- developmental readiness;
- learning needs; and
- areas requiring additional support.

This information informs appropriate induction, differentiation, language support, learning support and transition planning following admission.

Admissions assessment is therefore used primarily to understand the learner and plan appropriate support, rather than being viewed as the sole determinant of a student's potential.

Assessment Policy and Student Wellbeing

Assessment practices should support student wellbeing.

OWIS therefore seeks to:

- maintain manageable assessment schedules;
- avoid unnecessary duplication;
- provide appropriate preparation;
- communicate expectations clearly;
- provide timely feedback;
- recognise individual circumstances;

- provide appropriate support during assessment; and
- ensure assessment remains a means of supporting learning rather than creating unnecessary pressure.

Students are encouraged to view mistakes, feedback and revision as natural components of learning.

Assessment Policy and Teaching and Learning

Assessment is embedded within curriculum planning and teaching.

Teachers use assessment evidence to:

- identify prior knowledge;
- plan learning experiences;
- adjust teaching;
- differentiate instruction;
- provide intervention or extension;
- evaluate the effectiveness of learning engagements; and
- plan subsequent learning.

POLICY REVIEW PROCESS

The Assessment Policy is reviewed regularly to ensure that it remains:

- aligned with current IB programme requirements;
- consistent with OWIS's mission and educational philosophy;
- responsive to student needs;
- aligned with national requirements where applicable;
- informed by assessment research and professional practice; and
- clear and accessible to the school community.

The review process includes representation from relevant programme and subject areas.

The policy is communicated to:

- staff;
- students, where age appropriate;
- parents/guardians; and
- other relevant members of the school community.

The policy is made available through appropriate school communication channels and the school website.

KEY ASSESSMENT PRINCIPLE

At OWIS, assessment is not simply about assigning a grade.

Assessment is a continuous process through which teachers and learners:

MONITOR → DOCUMENT → MEASURE → REPORT → REFLECT → ACT →
GROW

The purpose of assessment is to make learning visible, provide meaningful evidence, inform teaching, empower learners and support every student's continued development.

Assessment should enable every learner to understand:

- What have I learned?
- How do I know?
- What am I doing well?
- What do I need to improve?
- What will I do next?

Through this approach, assessment becomes an integral part of learning, teaching, reflection, student agency and lifelong growth.

REFERENCES

1. International Baccalaureate Organization. *About Assessment: Recognizing Student Achievement*.
2. International Baccalaureate Organization. *Assessment Principles and Practices: Quality Assessment in a Digital Age*.
3. International Baccalaureate Organization. *Primary Years Programme: Learning and Teaching*.
4. International Baccalaureate Organization. *MYP: From Principles into Practice*.
5. International Baccalaureate Organization. *MYP Assessment and Examinations*.
6. International Baccalaureate Organization. *MYP Assessment Principles and Practices*.
7. International Baccalaureate Organization. *Diploma Programme Assessment and Examinations*.
8. International Baccalaureate Organization. *Academic Integrity*.
9. Applicable national and state educational requirements.
10. OWIS Mission, Vision and relevant School Policies.

IB DP Parent Guidebook Reference

For a parent-facing overview of assessment within the IB Diploma Programme, families should refer to the [OWIS Whitefield IB Diploma Programme Parent Guidebook 2027–2029](#), particularly the sections on **Assessment, Grades and Results**, the **DP Core**, internal and external assessment, examinations, and planning across the two-year DP journey.

The Parent Guidebook provides practical guidance for students and families; the OWIS Assessment Policy and applicable IB assessment regulations remain the formal reference for assessment practices, requirements and procedures.