



International School
Groningen

Assessment policy

MYP & DP

August 2026

*“Measure what you value instead of valuing
only what you can measure.”*

Andy Hargreaves

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The role of assessment at the ISG

Assessment is an integral part of the teaching and learning process.

Assessment enables the teacher, student, and parent to know how a student is progressing against stated learning outcomes.

It also enables the teacher to reflect on the effectiveness of their own teaching and make changes as appropriate.

Assessment at the ISG should be both positive and supportive and should stimulate further learning.

A wide variety of assessment methods should be used across MYP and DP units to provide a balanced and authentic picture of student learning. These may include what students say (e.g. debates, discussions, oral presentations), what they write (e.g. essays, reports, reflections), and what they do (e.g. performances, experiments, projects). Both formative and summative assessments must be planned intentionally, with formative tasks supporting the development of skills and understanding throughout the unit, and summative tasks providing opportunities to demonstrate achievement against defined criteria.

Summative assessments must go beyond surface-level recall of information. They should be designed to give students the opportunity to demonstrate **critical thinking, conceptual understanding**, and the **thoughtful application** of skills and knowledge. Tasks should invite students to make connections, evaluate perspectives, justify interpretations, and show originality where appropriate. In line with the aims of the IB, summative assessments should reflect **deep engagement with content**, not just memorisation or reproduction of learned material.

In addition, summative assessments should often reflect real-world challenges and be structured using the GRASPs model (Goal, Role, Audience, Situation, Product/Performance, Standards), especially in the MYP.

Group work should be used with care. The school encourages collaborative learning as an important pedagogical strategy, but the line between collaborative process and individually accountable assessment must be very clearly defined. Group work is always encouraged as a learning strategy. A revised section on group assessment can be found in this document.

- the **summative task must allow the teacher to assess individual learning outcomes**,
- **no summative grade can be awarded solely for group performance**,
- each student's **contribution must be clearly identifiable and assessed individually**.

Teachers must ensure equity, transparency, and alignment with subject criteria in all assessment tasks.

The use of Artificial Intelligence (AI) in student work must align with the school's Academic Integrity Policy. AI tools can be used for **formative** purposes, such as brainstorming, language support, or idea generation, but only when explicitly permitted by the teacher. AI-generated content may not be submitted as original student work in summative assessments unless the task specifically allows it and requires clear attribution. All students must demonstrate ownership of their thinking and final products. AI content must be fully cited.

A summary of AI usage, based on IB documentation:

Use Case	Formative	Summative
Using AI to brainstorm or get feedback	✓ Yes, with reflection	✗ Risky unless limited and appropriately cited
Submitting AI-generated work as student's own	✗ Never	✗ Academic misconduct
Teacher using AI to generate sample tasks	✓ Yes	✓ Yes
Using AI during an exam	✗ No	✗ No
Including AI-generated content with citation	✓ Possibly appropriate	✓ With <i>clear citation</i> & if it supports rather than replaces learning

In cases of asynchronous learning or assessment (e.g., due to absence or flexible learning models), teachers must ensure that assessment conditions allow for fairness and authenticity. This may include adapting tasks, verifying understanding through follow-up questions, or requiring reflective components to confirm individual learning.

Assessment at our school is therefore varied, intentional, and guided by clear principles of academic honesty, fairness, and alignment with IB expectations for skill development and conceptual understanding.

Planning for assessment

- Assessment should be an integral part of every unit. It should be written clearly into the unit planning process.
- All units in the MYP and DP must begin with backward planning to ensure alignment between learning outcomes, instructional activities, and assessment tasks. Assessments should be designed with the end goals in mind: what students should understand and be able to do by the end of the unit. Unit plans must reflect a coherent sequence of lessons and learning experiences that build toward these goals. Given the emphasis on skills, concepts, and understanding alongside content, backward planning ensures that assessment is purposeful, supports deep learning, and aligns with the IB philosophy of meaningful, inquiry-driven education.

Feedback within assessment

The aim of good feedback is to ensure that all students have their work reviewed in a way that is likely to improve their learning. In effect, feedforward.

The purpose of a review is to:

- check that work has been completed;
- provide feedback on accuracy – correcting errors;
- provide recognition of attainment

Feedback should be:

- Regular and frequent. All students can expect their classwork to be reviewed, formally or informally, at least once a fortnight. In addition, outcomes from formative or summative assessment should be fed back to students within two working weeks of the assessment.
- Diagnostic – identifying strengths and weaknesses. It could look somewhat like this:
“In this piece of work your sentence structure is very good. The word order is excellent, and you are clearly able to show difference in present and past tense with respect to verb use. However, your paragraphing is not so good. You must try to divide your writing into separate parts, making paragraphs rather than one long string of sentences”
- Constructive – showing clear targets for future progress. It could look somewhat like this:
“You must now practice making paragraphs. Go through this essay again and mark with a green line each place where you could use a new paragraph. Read a chapter of a novel and see if you agree where new paragraphs start. Make sure that you begin to use paragraphs in your extended writing”

For criteria-based assessments:

- Criterion statements can easily be used to set targets for improvement:
This uses the criterion statement in a higher criterion level as a target (MYP L&L yr. 1, Criterion A, 7-8)
“Whilst you have shown you understand the topic and managed to describe similarities and differences in texts, you still need to compare and contrast these differences, giving justification for the ideas and opinions behind them.”
An acknowledgement of both attainment and effort can be made if desired:
“You have now achieved a 4 in criterion B. This is your best piece of work this term! It shows an increased effort – you obviously worked really hard! Well done! Keep it up!”

In general:

- Feedback to the student should always be through a comment (written or verbal). Feedback should consist of a reflection on the work/level and advice for future improvement.
- Feedback can be given in combination with the MYP/DP criteria levels.

- The criteria/rubric for assessment must be made clear to the students when the work is set.
- The study skills reporting criteria can also be used to reflect study skills within an individual piece of work or project. However, this is not a compulsory requirement.
- Opportunities should be given to students to participate in and reflect on the assessment of their work.
- Longer-term or formal summative assignments should be marked and returned within two working weeks.

Internal standardisation

Where more than one teacher teaches the same subject or level, teachers standardise assessment before final levels/grades are awarded. This includes discussing criteria, reviewing sample work, agreeing task-specific clarifications where appropriate, and checking borderline cases.

Study Skills:

The study skills are an opportunity for teachers to reflect holistically on a student's ATL skills, reflecting on affective skills, communication and collaboration skills and organisation skills. These have been revised to align with the school values, and the depth of skill progression from Grade 6 to 12.

- Motivation & Engagement: *Affective Skills (focus, perseverance, resilience); Self-motivation* (ATL) and *Sincere* (ISG values)
- Interaction and Collaboration: *Communication & Collaboration Skills* and *Inviting* (ISG Values)
- Organisation & Preparedness: *Organisation Skills (task management, preparation, time)* and *Inquisitive*

Each of these criteria is assessed out of a maximum level of 8. These are awarded on a 'per term' basis, not as a best fit from previous terms.

- 1-2: Below Expectations (novice)
- 3-4: Approaching Expectations (learning)
- 5-6: Meets expectations (using)
- 7-8: Exceeds expectations (sharing expertise)

See Appendix 2 for full details

Linking assessment with language accommodations.

Every teacher is a language teacher. The following should be checked and commented upon in all subject areas if possible. However, levels must not be reduced should these be weak (with the exception, of course, of assessments specific to these skills).

For further information and guidance, please see the language policy. :

- Punctuation
- Spelling

- Use of capital letters
- Use of paragraphs

Test weeks and mock exams

These occur over two weeks in each school year.

1. February/March

- DP2: Mock Exam Week: exams are set similar in content and procedures to the final exams.
- DP1 test week: written tests should be set – this is not the time to carry out labs, etc.
- MYP5 test week: This is the first time MYP5 will undergo a written exam/test in exam conditions. Hence, tests or other exam-type assessed activities should be set. In MYP5 Theatre, Design, VA and PHE normal lessons may take place.

2. June/July

- DP1 test week: written tests should be set.

There is no formal test week in June/July for MYP4 or MYP5

Reporting assessment

Reporting Cycle

Class	MYP	DP
October Report	Progress Check (study skills)	Progress Check (traffic light)
December Report	n/a	Full Formative Report
January Report	Full Formative Report	n/a
March/April Report	MYP5: exam report	DP2: Exam Report DP1: Progress Check (traffic light) and grade
Summer Report (June)	Final summative report	DP1: Final summative report DP2: Final (IB) Examination Results (July 5)

October - PROGRESS CHECK:

- Study skills for all MYP students
- Snapshot for DP:
 - **Red: serious cause for concern (risk of failure)**
 - **Orange: cause for concern: action required**
 - **Green: on track, no concerns (no comment required)**
- Student reflection on their own study skills and devise a SMART goal for self-improvement
- A short informal comment for mentors is required for students with Orange or Red (study skills/snapshot). The focus should be on an initiative for improvement
- Mentors in MYP should write a short summary statement for the student.

- A learning support meeting (all staff only) follows the due date for the October progress check.
- MYP reports are sent home. DP reports are discussed with students, and contact with parents is made if necessary.
- A student-led conference will follow in November

December/January - FULL REPORT

The full report is a formative snapshot of achievement in the first half year.

This includes evidence of:

- Study skill levels for all students
- **Subject Assessment levels**

DP1:

In December, April and June a grade (1-7) is allocated. This grade is based on formal assessment and, where appropriate, aligns with IB DP assessment criteria. The grade is cumulative, reflecting assessment since the start of the year. A final exam grade will also be reported in June/July.

The total of the subject grades in June will be used to determine promotion to DP2.

Feedback in the core is also reported (excellent/on track/concern)

DP2:

In December, a term grade (1-7) is allocated. This grade is based on formal assessment and, where appropriate, aligns with IB DP assessment criteria. In term 2, a final grade and a mock exam grade are issued; the final grade is similar to the predicted grade and based on all assessment data. The mock exam grade is based only on the results from the mock exams.

Feedback in the core is also reported (excellent/on track/concern)

MYP: these levels are attained using the best fit MYP criteria as shown in the most recent subject guide, for year 1 (MYP1), year 3 (MYP2,3) and year 5 (MYP4,5).

Students in MYP5 must have their criterion levels linked to the year 5 exit criteria. There should be a level for each subject criterion.

All criteria should be assessed within each subject group at least twice in every school year. It is expected that the criteria level in the January report will be based on at least one assessment of each criterion. Where more than one assessment has taken place, the final level is achieved using the principle of 'best fit'. Averaging levels over a term is not a recognised practice.

In the event that a criterion level is not available (due to student or teacher absence), then it should be shown as 'n/a', and an explanation as to why the level is not available should be made in the comment section. If no criteria level is available due to work handed in late, or not at all, it should be shown **as zero**, not n/a. In the final term, the summative criteria levels will take into account assessed work throughout the whole school year so it is unlikely this will be a zero. Students who join the school mid-year may be an exception, and this should again be recognised in the comment section.

It may be that all strands cannot be assessed within each criterion in each term. However, remember that the minimum requirement is that all strands must be assessed at least twice a year.

It is expected, for example, that teachers within a subject group, when deciding to share criteria, have a clear and common understanding of the expectations and approach to the criterion assessment practice. Beforehand, there needs to be agreement stating which assessment criteria would be shared.

- **Staff comments**

In all reports, staff comments are formal and addressed to the student.

In formal comments, staff are expected to reflect on:

- 1. General progress**

This must include a comment on a **specific strength** and a **weakness** relevant to the student's current work.

- 2. Strategy for improvement**

This should be related to the student's weakness and can be linked to the targets already set in previous comments or those on the student's work.

Staff may also reflect on the study skills.

Please see appendix 3, 'Examples of Teacher Comments' (*for internal use only*)

- **Mentor comment**

In MYP, the mentor is also expected to write a comment. Comments are short and to the point: written to the student and will be a positive summary of teachers' comments, offering concluding recognition of strength(s)/weakness(es) as well as strategies for improvement. These may be linked to subject-specific skills and/or study skills.

Example: *"You continue to work very well in all aspects of your learning. Your levels in all subjects show that you are maturing into an intelligent and sociable person. On (rare!) occasions, you can be a little chatty but soon realise when it is too much. Continuing efforts, careful attention to detail and asking her teachers how you can specifically improve are all useful ways to progress. Overall, you are a delightful member of MYP2 and I wish you continuing success."*

For DP, a short generic comment is acceptable, with a personalised comment where there are concerns. Again, all comments are written to the student.

- A learning support meeting for DP and MYP1-5 will follow.
- MYP5 will have a separate meeting focused on progression to DP
- The issue of the reports will be followed by a student-led conference.

March - SUMMATIVE EXAM REPORT (DP2 and MYP5)

This is a short summative report based on the mock exam and test week results.

- Study skill levels for all students

- For MYP5, this report will guide advice for admission to DP1 and should include criteria summative levels 1-8 (at least one per criterion for all students present since the start of the school year*), plus a brief subject comment including (where appropriate) final subject-specific advice for DP.
* if this is not available, an explicit reason for the student and parent must be given
- For DP2, this will include the mock exam grades, the term grade (which will be similar to the January half-year semester grade) and a short subject comment where a piece of final advice is necessary.
- The mentors should write a generic comment for all students, and if specific advice is required in the run-up to (DP) exams or for MYP5 > DP1 transition, then a personalised comment should be added.

April - FORMATIVE PROGRESS CHECK (DP1)

- The report will include a traffic light snapshot (in Managebac) (one overall colour)
 - **Red: serious cause for concern (risk of failure)** -
 - **Orange: cause for concern: action required**
 - **Green: on track, no concerns (no comment required)**

In addition, an updated (cumulative) overall grade will be provided.

- Staff comment to mentor with brief justification and action taken for ORANGE or RED
- The report will NOT be sent home.
 - Students should reflect on their own study skills, previous reflection and progress with respect to their SMART goal for self-improvement
 - Mentors may arrange to have 1:1 consultations with students who are cause for concern or whose grade total is unlikely to reach 24. Parents will be contacted if necessary.

June - FINAL SUMMATIVE REPORT

- Study skills for all students
- MYP1-5: ALL Criteria Levels and MYP overall level (1-7) – if these are not present, a reason in the comment section MUST be given – even if it's as simple as stating the student joined the school mid-year. IDU criterion levels and Personal Project (MYP5) levels will also be included.
- DP1: Year grade (cumulative) and exam grade
- No comments (with the exception of missing criteria) are expected from staff; however, if they wish to write something for the student, that is permissible. It should be an informal reflection and advice for the summer holiday (especially regarding the transition to the following year, etc.). Please note that any comment will be communicated to the student and parent(s). Comments should not be written assuming that they are only for mentors.
- The mentor (all grades, MYP & DP) will give a brief comment. A format may be provided by the leadership team.

- The student will also create a final reflection setting a target (as appropriate) for the next year.

Inclusion and assessment

Assessment access arrangements are planned in line with the school's Inclusion Policy, Language Policy and IB Access and Inclusion guidance. Access arrangements are intended to remove barriers without lowering expectations or changing what is being assessed. Extra time for internal assessments is approved by the SEN coordinator. When an external IB assessment is involved, requests are coordinated by the DP coordinator in accordance with IB deadlines and procedures.

Deadlines

Teachers should use deadlines as part of the teaching and learning process.

Deadlines can assist in differentiated learning: interim and flexible deadlines can support different learning styles.

Organising deadlines is also a vital part of ATL organisational skills:

“Plan short- and long-term assignments; meet deadlines”

When deciding on deadlines, teachers will look at different learning needs as well as ATL organisational skills. Consistency and clear expectations are required regarding deadlines.

Sanctions for missed deadlines, therefore, need to be transparent across the MYP and DP.

DEADLINE POLICY: MYP

To facilitate students, all criterion-based assessments must be noted as a ‘task’ on the Managebac calendar. In addition, the following should be made available to students, also in Managebac.

- Indication of task content and conceptual understandings.
- If the task is SUMMATIVE, this should be shown in the calendar (SUM)
- Form of the task, e.g., an essay, report, presentation, oral, performance, etc
- The criteria to be assessed, with generic descriptors and, where relevant, task-specific clarifications
- Task’s due date

Ideally, at the beginning of each unit, the final summative assessment (where relevant) should be posted as a ‘task’ on the Managebac calendar. At a minimum, the summative task should be on the Managebac calendar at least a working week before the due date.

(Please see the document “homework at the ISG (final guidelines)” for further clarification)

(Appendix 5)

Formative assessment, or non-summative (non-criteria) assessment tasks to check for student understanding, can also be noted as a ‘task’ on ManageBac. Such formative tasks should include information about the teacher’s expectations (see above) and a due date.

MYP1 may allow some leniency in the first months; this is at the teacher's discretion and should be used as an opportunity to enhance their ATL skills.

Time, Procedure, Penalties

All work is expected to be submitted on the due date at the time specified in the Managebac calendar.

Work must be handed to the relevant teacher or submitted online when requested.

Text-based documents must be .pdf or Word (.doc, .docx) and should not be password protected. It is the student's responsibility to ensure that documents are accessible to the teacher. Open source documents (.odt) or documents formatted for Apple Pages (.pages) are not appropriate for submission. Documents that cannot be opened by the teacher will be classified as late until an accepted format is provided.

Where required, PowerPoint presentations or Excel spreadsheets should be formatted as Office 365 documents (.pptx or .xlsx). Links to Google slides are not accepted. Pictures or photos should be submitted as .jpeg or .png. Films or videos should be submitted as .divx or mp4. Audio files as .mp3.

There will be consequences for late submission of work. The professional judgement of teachers can determine this and may take into consideration the following factors:

- the age of the student
- previous occurrences
- the student's academic history (e.g. whether the student has specific learning needs)
- other personal circumstances

Work not submitted on time (without adequate explanation) may be awarded a zero. In this case, a behaviour report in ManageBac needs to be completed, giving an explanation for the mentor. This should also be shared with parents.

The task may still be required to be completed to demonstrate an ability to meet the task and course requirements criteria. The teacher may still provide feedback to the student at their discretion.

Incomplete work should be submitted on time, even if it is not finished.

The following consequences for the late submission of tasks (without an acceptable excuse*) apply:

If a student is absent on the day work is due, they must submit the work to their teacher on the following school day. The task must still be completed to demonstrate the ability to meet the criteria for the task and the requirements of the course.

In-class task

If a student is absent from school on the day an assessment task is due, they must see their teacher on their first day back to arrange a time to catch up on the missed task. Failure to follow this procedure may result in the student receiving no criteria level for the missed task (students may still need to complete the task to meet the course learning outcomes).

Scheduling for missed assessment tasks

When scheduling a time to complete a missed task, the teacher will consider a student's circumstances (e.g. recovery from a sickness) during his/her preparation time. In some cases,

an alternative task may be given. Each case will be reviewed individually before a decision is made.

Extensions

A student may apply for an extension through their classroom teacher prior to the due date. Students must have a valid reason for application and, if approved, a new date will be set for submission.

* The IB philosophy is that teachers are best placed to assess the work of their students, as well as the contexts for the submission of work. Teachers are also best placed to make a judgment on their approaches to learning, including organization skills, as well as the consequences for poor study habits.

Note: where there is no evidence of work, criterion grades are recorded in the report on Managebac as a zero and not 'n/a'

DEADLINE POLICY: DP

It is essential that work is organised throughout the year according to the required deadlines. Deadlines are set in order to spread assessment requirements throughout the year and also to comply with the internal assessment requirements of the International Baccalaureate.

Students must organise their time to keep to deadlines. Where unforeseen circumstances, such as illness, mean that a deadline cannot be met, the student must arrange an extension with his or her mentor. This must be requested in writing, with a copy to Ms. Rudd, the DP coordinator.

The teacher reserves the right not to mark work submitted after a deadline and to record a zero for an assessment, and also as the grade required by the subject's internal assessment.

If students are allowed to write a first draft and a final version of any written assignment, and a student misses the deadline for the first draft, they will not be allowed an extension and consequently will not receive feedback on their first draft. The final version will be their only version.

If a student misses the deadline for the final version, their first draft/version will be used for assessment.

If there is no first draft or final version, there is no work to be marked, and a grade 0 is awarded.

Tests and formal assessment in the DP

Where a test or other assessment is missed due to authorised absence, students will be given a chance to resit the assessment. This will be arranged by the student at the convenience of the teacher/school. Assessments missed due to unexplained lateness or unauthorised absence will be recorded as zero, and a behavioural note will be made in ManageBac.

The school strives to ensure that students receive a minimum of three assessed works and thus a minimum of three grades per term. If a student misses one or more of the assessed works without a valid reason, a zero is awarded for every work missed, which will affect the report grade. The DP Coordinator and mentor will inform teachers where an exception can be made in case of prolonged illness and/or other extenuating circumstances.

Appeal process

If there are any questions regarding assessment grades, students should first discuss them with the subject teacher within five school days of receiving the results. If the concern remains unresolved, the student or parent may contact the relevant coordinator. The coordinator may review the assessment evidence, criteria, feedback and process. The purpose of the review is to check fairness, consistency and correct application of criteria, not to negotiate grades.

Assessing Group Work in the MYP

This must ensure fairness, transparency, and individual accountability

In the Middle Years Programme, collaborative learning is an essential pedagogical approach. Group work supports the development of Approaches to Learning (ATL) skills such as communication, collaboration, and self-management. However, assessment in the MYP must always be fair, transparent, and based on individual student achievement.

Principles

- Individual achievement is assessed: While learning may take place collaboratively, MYP assessment criteria are applied to each student individually. Group products may be used as evidence, but marks are never awarded solely on group performance.
- Alignment with published criteria: All assessment of group work is based on the relevant MYP subject-group criteria and task-specific clarifications shared with students in advance.
- Transparency of expectations: Students are explicitly informed about:
 - o Which elements of the task are collaborative
 - o Which elements are assessed individually
 - o How individual contribution and understanding will be demonstrated

Assessment Practice

To ensure fairness and validity, teachers use a range of evidence when assessing group work, which may include:

- Individually produced components (e.g. reflections, reports, explanations, process journals)
- Observation records and conferencing during the learning process
- Individual oral contributions or questioning
- Self- and peer-reflection, used formatively to inform teacher judgement (not as the sole basis for summative assessment)

Teachers do not average group marks, assign identical grades to all group members by default, or use peer assessment as summative evidence on its own.

Feedback and Reporting

- Feedback clearly distinguishes between collaborative skills development and achievement against subject criteria.
- Students receive feedback on both their contribution to the group process (ATL skills) and their individual academic performance.
- Assessment decisions are documented and can be justified with reference to criteria, evidence, and professional judgement.

Equity and Inclusion

Group work is structured to ensure all students have equitable access to success. Teachers actively monitor group dynamics and make adjustments where necessary to support inclusion, participation, and student wellbeing.

Appendix 1: General IB Grade Descriptors

1. MYP

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

N/A

- Not enough work was submitted for assessment purposes, or
- Class not followed



2. DP

Grade	Descriptor
1	The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.
2	The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.
3	The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/ or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly, but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.
4	The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly, but requires supervision. Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity, and include some awareness of audience and evidence of intercultural understanding.
5	The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding.
6	The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize evidence, knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise,

	convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.
7	The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.

Appendix 2: Study Skills Rubrics: ATL-Aligned & Values-Driven

M: Motivation & Engagement

Core ATL Link: Affective Skills (focus, perseverance, resilience); Self-motivation

School Value Link: *Sincere* – Being genuinely committed to learning

Level	MYP1-3 (Foundation)	MYP4-5 (Developing)	DP1-2 (Mastery)
0	Shows no effort or interest. Passive or disengaged.	Same as MYP1-3	Same as MYP1-3
1-2 RD	Easily distracted, needs constant redirection. Minimal effort in tasks.	Often distracted, inconsistent engagement. Limited ownership.	Lacks initiative or focus; avoids academic challenges.
3-4 OR	Sometimes self-motivated, but still requires reminders. Basic participation.	Shows growing commitment. Starts to self-regulate. Participates fairly.	Engages independently but inconsistently. Occasionally shows initiative.
5-6 GN	Demonstrates focus and willingness to learn. Tries best. Participates well.	Manages own focus. Maintains consistent effort. Proactively seeks understanding.	Self-motivated and resilient. Seeks feedback and challenges. Participates thoughtfully.
7-8 GN	Enthusiastic and proactive learner. Exceeds effort expectations.	Maintains deep focus and consistent drive. Supports peers positively.	Leads by example. Demonstrates passion and perseverance. Reflects with sincerity and acts on it.

C: Collaboration and Interaction

Core ATL Link: Communication & Collaboration Skills

School Value Link: *Inviting* – Making others feel welcome and included

Level	MYP1-3 (Foundation)	MYP4-5 (Developing)	DP1-2 (Mastery)
0	Disruptive or unsafe. Cannot work with others.	Same as MYP1-3	Same as MYP1-3
1-2 RD	Often off-task. Struggles to cooperate or listen.	Struggles to collaborate respectfully. May isolate or dominate.	May be polite but disengaged. Limited teamwork and contribution.
3-4 OR	Usually works with others with some guidance. Basic respect shown.	Participates in group tasks. Respectful, with minor lapses.	Generally cooperative. Engages with team roles and responsibilities.
5-6 GN	Cooperates actively. Communicates appropriately and listens to peers.	Contributes meaningfully. Seeks consensus and resolves minor conflicts.	Collaborates fluidly. Values diverse opinions. Supports group success.
7-8 GN	Welcoming to others. Helps the group succeed. Encourages participation.	Leads collaborative efforts with empathy. Facilitates respectful dialogue.	Creates an inclusive environment. Demonstrates intercultural understanding. Model servant leadership: using one's own strengths to help the whole group succeed.

O: Organisation & Preparedness

Core ATL Link: Organisation Skills (task management, preparation, time)

School Value Link: *Inquisitive* – Prepared to explore and take responsibility

Level	MYP1-3 (Foundation)	MYP4-5 (Developing)	DP1-2 (Mastery)
0	Rarely prepared. Doesn't meet deadlines.	Same as MYP1-3	Same as MYP1-3
1-2	Often forgets materials or submits late. Needs reminders.	Still developing organisational habits. Misses deadlines due to poor planning.	Lacks consistency. Appears disorganised and reactive.
3-4	Sometimes prepared, meets deadlines with support.	Becoming organised. Uses tools (calendar, checklist) with growing independence.	Developing strategies, but sometimes overwhelmed.
5-6	Prepared and punctual. Meets deadlines regularly.	Independently manages resources and timelines. Prioritises effectively.	Demonstrates sound implementation of strategies to form effective study habits. Balances complex demands efficiently.
7-8	Always prepared. Takes pride in being ready to learn.	Anticipates needs. Uses tools for planning and tracking.	Models executive functioning. Coaches others in effective study habits. Reflective and adaptive. (executive functioning refers to the mental skills that help us manage time, stay organized, plan ahead, control impulses, and adapt to new situations)

What is the difference between 1-2? 3-4? etc.

- In the lower criteria (1-6) a student will receive the higher grade if s/he is moving towards improvement but not quite yet there.
- In the higher criteria (7-8) a student will receive the higher grade if it's **always** the case. The lower grade would be for one or two very minor digressions, but not enough to drop a category to 5-6. 8 is perfection. (and that is possible).
- 5 is a minimum for normal classroom expectations.

Appendix 3: Examples of Teacher Comments

(This includes examples to help explain some of the sections. The examples are purely imaginary and are only meant to clarify the requirements of the policy.)

Staff Comment: In all full reports, staff should comment upon **two** factors, addressing these comments to the student. Staff are not required to write an overview of the curriculum taught in the report: this should be in ManageBac.

1. General progress

This must include a comment on a **specific strength** and also a **weakness**, or focus for improvement, relevant to that term's work.

Just making a comment: *"you have worked well this term"* does not tell the student, or their parent anything useful.

However, the comment: *"You have worked well this term, particularly in your knowledge of vocabulary and use of verbs. You still need to pay attention to written word order and sentence construction"* is much more useful.

will then make it very easy to fulfil the second requirement:

2. Staff strategy for improvement

This should be related to the student's 'weakness' and can be linked to the targets already set in previous comments or those on the student's work.

This should offer advice on what the student should do to improve. It may involve setting a (new) target or suggesting the means to meet a target already set: *"You should practice reading your work aloud to check word order"*, also suggesting parental support: *"... perhaps using an audience as a final check"*.

The report is written for both students and parents. It gives the student and parent vital feedback on progress at the school.

It should be directed to the student in person.

Comments such as *"well done"* or *"have a nice holiday"* can, of course, be used in **addition** to the two factors above but should be worded carefully.

"you deserve ...congratulations" or "...praise for improvement" and "I hope that you can enjoy your holiday having done so well this term".

Finally, comments should be synchronous with the study skill assessment.

Appendix 4, the nuts and bolts of MYP assessment

(Extracted from: MYP: From Principles into Practice 2015, © International Baccalaureate Organization 2014)

In IB programmes, assessment forms an integral aspect of teaching and learning. To understand what students have learned, and to monitor their progress, teachers use a range of assessment strategies that provide meaningful feedback.

IB assessment supports good classroom practice by encouraging authentic performances of understanding that call for critical and creative thinking.

In IB programmes, assessment is ongoing, varied, and integral to the curriculum. Assessment may be formal or informal, formative, or summative, internal or external; students benefit from assessing their own work and the work of others.

IB students demonstrate their learning through a variety of assessments and consolidations of learning, culminating in the MYP with the community project or the personal project.

Final (optional) external assessments for MYP students are internationally benchmarked, balancing valid measurement with reliable results.

Checklist:

- *In order to provide students with opportunities to achieve at the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies.*
- *In the MYP, teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent.*
- *MYP internal (school-based) assessment uses a “best-fit” approach in which teachers work together to establish common standards against which they evaluate each student’s achievement holistically.*
*This “criterion-related” approach represents a philosophy of assessment that is **neither** “norm-referenced” (where students must be compared to each other and to an expected distribution of achievement) **nor** “criterion-referenced” (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level).*

Assessment practices in the MYP can sometimes represent significant challenges to existing school practices. Some key features of MYP assessment include:

- *distinction between internal summative assessment and the supporting formative processes*
- *attention to the most accurate demonstration of student performance, NOT mechanically and uncritically averaging achievement levels over given reporting periods*
- *assessment of student understanding at the end of a course, based on the whole*

course, *NOT* individual components of it.
Assessments must

- *provide evidence of student understanding through authentic performance (not simply the recall of factual knowledge).*

Internal standardization

Where more than one teacher is teaching the same subject group, the process of internal standardization must take place before final achievement levels are awarded.

The process involves teachers meeting to come to a common understanding on the criteria and achievement levels and how they are applied. In so doing, teachers increase the reliability of their judgments.

Criteria

*When applying the assessment criteria to student performance, the teacher should determine whether the **first** descriptor describes the performance. If the student work exceeds the expectations of the first descriptor, the teacher should determine whether it is described by the **second** descriptor. This should continue until the teacher arrives at a descriptor that does not describe the student work; the work will then be described by the previous descriptor.*

*In certain cases, it may appear that the student has not fulfilled all of the descriptors in a lower band but has fulfilled some in a higher band. In those cases, teachers must use their **professional judgment** in determining the descriptor that best fits the student's performance.*

To determine the final achievement level in each of the criteria for each student, whether at the end of a marking period or the end of a year, teachers must gather sufficient evidence from a range of assessment tasks to enable them to make a professional and informed judgment.

Inappropriate grading practices

The following grading practices are inappropriate and are counter to MYP assessment principles.

- *Determining grades using a proportion of scores for classwork, homework, and tests*
- *Determining grades by averaging summative performance scores over the year*
- *Using single pieces of work to determine final grades.*

Appendix 5: Homework @ the ISG

These are guidelines for setting of homework

MYP1 and MYP2:

1. The students should have homework only if an assignment is impossible to do during class hours (e.g., the reading of a book, gathering of materials, learning vocab, etc, max 30 minutes per subject per week)

MYP3:

2. The students may have slightly more homework for all subjects (max 30 minutes per week per subject) – finishing tasks, practising questions, extension work, etc.
3. Dedicated time in mentor hour will be planned to teach planning and organisation with respect to homework. In addition, regular evaluation moments should be arranged in mentor hour to discuss homework load and how planning is taking place.

MYP4-5:

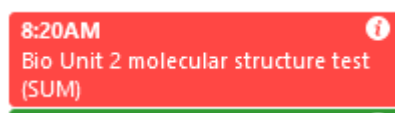
4. Homework set with a guidance of 45 minutes per subject per week, maximum 1 hour
5. Larger homework requirements which extend over several weeks, can be divided into “sub” deadlines so students only spend the maximum allocated time per week.

DP:

6. There are no specific homework restrictions for DP. Homework is set by subject teachers according to the students’ needs. Deadlines should be clearly communicated and fair. At the moment we will not plan to work with a homework timetable.

ALL STUDENTS (including DP)

7. There should be clear communication between students and teachers regarding the purpose of the homework so that students understand its value. (all years)
8. No homework due (or tests set) to be handed in for the first **three** school days after a vacation (minimum of one week)
 - a. excluding catch-up work for missed deadlines
 - b. excluding homework set on the first day(s) after the vacation
 - c. excluding the extended essay deadline in DP2
9. NO homework due (or to be handed in) for a school week (five school days) before and during a test/exam week (**excepting revision/preparation for the test**)
10. Please avoid setting homework for the following school day (within 24 hours) (in any year group) (excluding catch-up when the student has not performed in the lesson). In DP, this may be impossible, and therefore, please check other demands on the students in Managebac.
11. Homework communicated in Managebac after 17.00 cannot be required within the following TWO school days (48 hours)
 - a. (if the homework was already set in the lesson but added to Managebac later, this guideline does not apply)
 - b. (for example, homework first communicated via Managebac at 18.00 on Friday cannot be due before Wed the following week)
12. Tests:
 - a. No MYP student should have more than two summative tests in one day, or three in one week. In DP, we strive for the same arrangement; however, where students have varied subject combinations, this can be difficult to manage. Please, therefore, be aware of the potential workload on students where this has to occur because of necessary assessment planning.
 - b. Individual subjects should have no more than one summative assessment a week. It is generally understood that summative tests occur at the end of a unit, and therefore, it is highly unlikely that more than one a week will ever occur.
 - c. Summative tests should be clearly labelled in Managebac *in the title*: ie: Test Cells (SUM) (e.g.):



- d. Notice of (summative) tests should be given at least one week in advance to enable students to plan their own revision. Please avoid setting other homework in that week for the same subject.
- e. Summative tests should not be set in the (one) school week prior to a test/exam week. (This does not include formative practice tests/revision tests).

Appendix 6: Procedure for dropping subjects from the end of MYP4

Students can be permitted to opt out of a subject to allow them to concentrate more time on other subjects in order to ensure they can reach a higher level (for potential admission to DP etc)

The exception to this is with Spanish, where they may opt out of the subject if they have never studied it before in MYP4 or need extra English/Dutch* support.

(* for MBO in MYP5)

Students and parents must be aware that dropping a subject will create a gap in their timetable. Students are expected to work in the common room during this time (study period). They are not permitted to leave school (except in the case of it being first or last lesson).

MYP4

All students take all subjects up to the end of the calendar year. (the only exception is Spanish, which can be dropped at the start of MYP4 by students **new to the school** who require extra English or who have never studied Spanish before and have no wish to start)

Students who are new to learning Dutch must realise that dropping Spanish may limit their choices in the diploma programme, as their level of Dutch may not be enough to study DP Dutch language acquisition*.

(*Should numbers reach the required minimum, the option of Dutch ab initio)

This will be discussed in the process of dropping a subject.

At the end of MYP4, students may consider dropping:

- Spanish (see above)
- Chemistry
- Biology
- Physics
- one of Visual Arts or Theatre

Conversations regarding this procedure should happen from 01/06 to facilitate the new timetable. Students should involve their mentor, the subject teacher and take evidence from their full report(s) issued. A final decision will be made and will be valid after approval from the IMT. This decision will be reflected in the final summer school report.

MYP5

Students new to MYP5 can opt out for Spanish if they have never studied it before. In exceptional cases where extra English or Dutch is required, permission may be given to a student new to the school to opt out of Spanish.

Students must realise that opting out of any subject may limit their choice in the diploma programme or other further education.

However, students in MYP5, who require extra time to focus on other subjects for admission to the diploma programme or other further education, may again have the opportunity to opt out of:

- One of Chemistry or Physics or Biology
- Spanish

In special circumstances, and after discussion with IMT and their mentor, students may also be able to opt for one of the following: Design, Visual Art, or Theatre. In this case, a strong reason, such as learning or EAL needs, must be given, and students and parents should be aware that this may further reduce the chance of a suitable programme in the DP being available. Students will not be accepted for DP Arts if they have previously dropped Visual Arts in MYP5

A final decision will not be made until full discussion has taken place with the student's mentor and/or subject teacher. All decisions will be finally approved by ILT

- Reviewed September 2025
- Following review June 2027