Turtle Bay International School
مدرسة تيرتل باي العالمية

SEK EDUCATION GROUP

ASSESSMENT POLICY

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1. Mission and Vision

TBIS MISSION

We deliver inquiry-based, engaging education that nurtures creativity, critical thinking, and lifelong learning. By embracing heritage, global citizenship, sustainability, and inclusivity, and by integrating meaningful technology, we empower learners to thrive responsibly in a connected world.

TBIS VISION

To cultivate a community of international-minded, inclusive, and empowered learners who lead with creativity, responsibility, sustainability, and digital innovation in a global society.

2. Introduction and IB Alignment

At Turtle Bay International School, we view assessment as a vital component of the learning process. Its primary purpose is to offer meaningful insights into student progress and to guide the design of future learning experiences. Effective assessment allows us to respond thoughtfully to each learner's unique needs, backgrounds, and pathways, ensuring that every student is supported in reaching their full potential.

Our philosophy aligns closely with the International Baccalaureate's view on evidence of learning, which affirms that: *"The purpose of evidence of learning is to serve as a foundation for learning and teaching. It involves obtaining and analysing information about student learning to serve as a basis for teaching. It identifies what students know, understand, and can do at different stages of the learning process."*

Guided by these principles, we approach assessment as far more than a record of achievement. It is a continuous, reflective, and collaborative process that promotes academic growth, informs instructional decisions, and enriches the overall learning experience for every student within our globally minded school community.

3. Characteristics of Our Learning Community

The IB learner profile serves as the guiding framework at Turtle Bay International School. It represents the qualities of internationally minded individuals who approach learning with curiosity, openness, and a positive attitude, qualities that empower them to appreciate diverse cultures, navigate an increasingly globalized world, and contribute meaningfully to solving global problems. Complementing this, we integrate the Approaches to Learning (ATL) skills, which equip students with essential competencies such as critical thinking, communication, collaboration, research, and self-management. Together, the learner profile and ATL skills shape our students' ability to learn independently, act responsibly, and engage with the world through an informed, globally conscious perspective.

For these reasons, we believe that all members of our school community strive to embody the following attributes:

Inquirers

We actively investigate our progress along the learning journey, seeking to understand not only where we stand but also how we can engage in learning more purposefully and effectively to address both local and global challenges.

Thinkers

We critically evaluate the relevance and value of the knowledge we acquire and consider how it can be transferred and applied to new contexts, enabling us to develop solutions for complex issues in an interconnected world.

Risk-Takers

We demonstrate courage and initiative by asking thoughtful questions, seeking constructive feedback, and embracing opportunities for improvement, even when doing so requires stepping beyond our comfort zones in a diverse, global environment.

Communicators

We cultivate strong oral and written communication skills across all areas of knowledge, recognizing that clear, thoughtful expression, across languages and cultures, is essential to collaboration, understanding, and global citizenship.

Knowledgeable

We explore diverse concepts, ideas, and forms of evidence that deepen our understanding of the world and our place within it. This process strengthens our ability to recognize global issues, appreciate multiple perspectives, and contribute to international dialogue.

Principled

We uphold academic integrity, fairness, and personal responsibility as fundamental components of our educational community. These values guide us in acting ethically within an increasingly interconnected global society.

Caring

We nurture empathy, solidarity, and social awareness within our community. Understanding globalisation's impact on people and environments motivates us to support others, act with compassion, and work toward a more peaceful and sustainable world.

Open-Minded

We embrace respect, tolerance, and appreciation for diverse cultures, perspectives, and experiences—essential traits for building international mindedness and fostering collaboration across global contexts.

Balanced

We prioritize thoughtful planning and the development of effective organizational habits to support consistent effort, well-being, and sustainable growth. By managing our time and responsibilities, we are better prepared to contribute to personal and collective goals in an interdependent world.

Reflective

As students, we reflect on formative, summative, and shared assessments to gain deeper understanding of our learning. As teachers, we analyze evidence of learning to refine our practices. As families, we engage with children's experiences to support their growth. Through shared reflection, we strengthen our capacity to respond thoughtfully to global issues and adapt to continuous change.

Approaches to Learning

Thinking Skills

We encourage students to develop critical, creative, and reflective thinking habits. They learn to analyze information, evaluate perspectives, generate innovative solutions, and apply logic and reasoning to both familiar and global situations. These habits prepare them to engage with complex international issues and contribute constructively to global problem-solving.

Communication Skills

We support students in expressing ideas confidently and effectively across oral, written, visual, and digital formats. They learn to listen actively, communicate across cultures, and adapt their message to diverse audiences, essential skills in a globalized and multilingual world.

Social Skills

We promote respectful collaboration and positive interpersonal relationships. Students learn to negotiate roles, resolve conflicts, and work cooperatively within diverse teams, mirroring the collaborative nature of global citizenship and international cooperation.

Self-Management Skills

We guide students in developing organizational, emotional, and time-management strategies that support sustained academic success and personal well-being. These skills enable students to navigate the demands of an interconnected world with resilience and adaptability.

Research Skills

We help students develop strong inquiry and information-literacy skills. They learn to formulate effective questions, evaluate sources, analyze data, and present findings ethically—skills essential for understanding global issues and contributing to informed global dialogue.

Together, the ATL skills complement the IB learner profile attributes by equipping students with the tools they need to navigate challenges, inquire confidently, and participate responsibly in a rapidly globalising world. As a community, we are committed to modeling, teaching, and reinforcing these skills across all subjects, experiences, and learning environments to ensure that our students grow into reflective, compassionate, and globally engaged learners.

The development of the IB Learner Profile attributes in our students is a core element of our approach to assessing evidence of learning. Students are encouraged to engage in ongoing reflection—through both self-assessment and peer assessment—to recognize the attributes they demonstrate and understand how these traits shape their actions and decision-making.

To nurture a strong culture of learning, we provide students with a variety of reflection and assessment tools, introduced from the Early Years with guidance from their teachers. As they advance through the school, students steadily build confidence, independence, and a deeper understanding of how to evaluate their own progress.

We utilize checklists, rubrics, GRASP tasks, digital forms, and similar tools to scaffold reflective thinking and guide students in analyzing their growth. Through these practices, students become increasingly self-directed, capable of monitoring their development, and prepared to take meaningful ownership of their learning journey.

4. Assessment Philosophy

Assessment plays a vital role in shaping students' confidence, their attitude toward learning, and the way they experience school from an early age. This document outlines Turtle Bay International School's shared understanding of assessment, ensuring that teachers, students, families, and all members of our community are aligned in how we approach, interpret, and use evidence of learning.

At our school, assessment is understood as an integral part of the teaching and learning cycle. We acknowledge that students learn in different ways and at different paces, and therefore we use a broad range of both formative and summative assessment methods. By offering multiple avenues for students to demonstrate their understanding, we foster a learning environment where every student feels recognized and supported. Teachers guide students toward becoming reflective learners who can assess their own progress and take initiative in their learning.

Clear success criteria and ongoing feedback form the backbone of our assessment practice. Rather than waiting for final grades, students receive continuous, constructive input that helps them refine their work and deepen their understanding. This approach ensures that students have meaningful opportunities to grow before summative judgments are made.

Assessment is regarded as a learning tool for both teachers and students. Regular, purposeful feedback highlights strengths, identifies areas for improvement, and supports students in setting achievable goals. At the same time, assessment data informs teachers about the effectiveness of their instructional strategies and the suitability of the curriculum, encouraging them to reflect and adapt their practice.

For assessment to positively impact learning, expectations must be transparent. Teachers communicate the goals, criteria, and structure of each task clearly so students understand what quality work looks like and what steps are needed to achieve it. Accurate and accessible reporting of student progress establishes open communication among families, teachers, and students. Families are kept well informed about their child's development and are guided on how best to support continued growth at home.

Consistent with IB principles, assessments at Turtle Bay International School are criterion-related and evaluated using a best-fit model across both formative and summative tasks. Achievement levels—expressed through numbers or letter grades—provide meaningful feedback aimed at helping students recognize their strengths and work purposefully toward improvement.

Inclusion

The International Baccalaureate promotes an inclusive, globally minded approach to education, and Turtle Bay International School proudly reflects these values. We recognize every learner as a unique individual with distinct strengths, backgrounds, and aspirations. Our school is committed to fostering a supportive environment where all students feel welcomed, respected, and encouraged throughout their academic journey.

Our teaching and assessment practices are designed to honor diverse learning styles and respond

thoughtfully to students' individual educational needs. While we strive to provide appropriate support, all assessment practices—both formative and summative—must align with the standards and regulations established by the International Baccalaureate. Consequently, no accommodations or modifications may be implemented that would alter assessment outcomes or conflict with the expectations of official IB assessments, including the Grade 10 e-Assessments and the Grade 12 IB Diploma examinations.

For further information on how inclusion is supported within our community, please refer to the Turtle Bay International Inclusion Policy, which outlines our commitment to equitable access, supportive practices, and an inclusive learning environment for all students.

ESL / ELL students

ESL/ELL students are assessed not only on their developing English language proficiency but also on their understanding of academic content. A variety of assessment methods—both formal and informal, including performance-based tasks and portfolio assessments—are used to provide a comprehensive picture of each learner's progress.

When evaluating ESL/ELL students, it is essential to take their language development stage into account to ensure assessments are fair, meaningful, and accessible. Appropriate accommodations may be provided, such as additional time, access to bilingual dictionaries, or linguistic support, to help students demonstrate their knowledge and skills without language barriers limiting their performance. Our approach reflects our commitment to equitable assessment practices that honor the diverse linguistic and cultural backgrounds of our international learners.

5. Evidence of Learning

At Turtle Bay International School, we employ a variety of assessment formats to ensure that evaluation is aligned with our educational goals and responsive to the diverse characteristics, backgrounds, and learning profiles of our students. Our approach to gathering evidence of learning reflects the principles of the International Baccalaureate and supports the development of internationally minded learners who can thrive in an increasingly globalised world.

Evidence of Prior Learning

Evidence of prior learning helps us understand what students already know, understand, and can do before beginning a new unit or area of study. This information enables teachers to plan instruction that acknowledges individual differences and builds on each learner's unique experiences, cultural perspectives, and prior knowledge. Strategies may include skills assessments, knowledge surveys, diagnostic tests, interest inventories, and learning-style profiles. These practices support the IB's constructivist approach, which values learners' backgrounds and encourages the co-construction of knowledge within a global context.

Formative Evidence of Learning

Formative evidence, or *evidence for learning*, supports students and teachers in identifying current levels

of understanding and determining next steps in the learning process. These assessments occur throughout instruction and may include ungraded questions, interviews, observations, drafts, discussions, concept maps, role-plays, collaborative tasks, and portfolio checks. Formative assessments empower students to take ownership of their learning and encourage reflective thinking—skills essential for navigating global issues and contributing meaningfully to an interconnected world.

Summative Evidence of Learning

Summative evidence is used to evaluate what students have learned at the end of a unit, term, or course. These assessments provide insight into students' understanding, skills, and attitudes. Summative tasks may include performance-based assignments, examinations, final projects, cumulative assessments, and curated portfolios. This evidence contributes to a comprehensive understanding of student achievement and supports consistent, transparent reporting across international educational standards.

Self-Assessment

Self-assessment encourages students to reflect on their progress, recognize their strengths and areas for improvement, and develop greater autonomy as learners. This reflective practice is essential in cultivating internationally minded individuals who can evaluate their own growth and adapt to changing global contexts.

Co-Assessment

Co-assessment promotes dialogue and collaboration between teachers and students—as well as among peers. This shared evaluative process reinforces teamwork, collective responsibility, and the exchange of diverse perspectives. Co-assessment fosters an inclusive learning culture where the language of feedback and evaluation is understood by teachers, students, and families alike, strengthening the community's shared commitment to learning.

Access to Assessment Criteria

Students receive detailed information—including grade descriptors and assessment criteria—from programme coordinators and subject teachers to ensure they fully understand expectations. All IB grade descriptors and criteria follow the standards outlined in the official programme guides.

To promote transparency and support family involvement, teachers upload assessment criteria and descriptors to Toddle, allowing families to access them independently. Families seeking additional clarification are encouraged to consult programme coordinators, the school principal, or academic leaders.

Evidence of Learning for Prior Knowledge

At the beginning of a unit of inquiry, or before introducing new content, teachers first seek to understand what students already know, think, and wonder about the subject. Identifying prior knowledge is a key component of inquiry-based learning and supports a culturally responsive, internationally minded

approach that values students' diverse backgrounds, experiences, and perspectives. This practice enables teachers to build on what learners bring from their own cultures and contexts, fostering deeper engagement and relevance in a globalized world.

Examples of prior-knowledge assessment strategies include:

- **Direct questioning** about concepts or content, where students respond individually or collaboratively, offering insights into their existing understanding.
- **Concept mapping**, allowing students to visually represent their thinking around a key concept or topic.
- **Guided group discussions**, during which teachers pose open-ended questions and document students' ideas, misconceptions, and connections.
- **Graphic organizers**, such as the *KWL chart* ("What I Know – What I Want to Know – What I Learned"), which help students activate prior knowledge and set meaningful learning intentions.
- **Thinking routines**, such as *Think–Puzzle–Explore* ("What I think – What puzzles me – What I want to explore"), which promote curiosity, metacognition, and deeper inquiry.

Once teachers have gathered evidence of prior knowledge, it is essential that instructional planning be adapted accordingly. If many students already possess solid understanding of certain concepts or skills, instruction in those areas may not require the same level of emphasis. In some cases, only a subset of students may need to explore a particular topic in depth, while others may move forward or investigate more complex global issues. This responsive planning ensures that learning remains purposeful, appropriately challenging, and aligned with the needs of a diverse international community of learners.

Evidence of Formative Learning

Throughout all units of inquiry, whether disciplinary or transdisciplinary, and across all areas of teaching and learning, it is essential to include intentional, formal moments that generate formative evidence of learning. These checkpoints help teachers and students understand how learning is progressing and ensure that instruction remains meaningful, culturally responsive, and aligned with the values of international mindedness and globalized education.

Examples of formative assessment strategies include:

- **Individual written or oral tasks**, in which students demonstrate their understanding at a specific point in time, allowing teachers to see how learners interpret concepts within a global context.
- **Project-based demonstrations**, such as posters, videos, brochures, podcasts, or other creative products through which students communicate their developing understanding. These formats allow learners to make connections to global issues, diverse cultures, and real-world applications.

- **Thinking routines**, such as *"Newspaper Headline,"* where students summarize their understanding in a concise statement, encouraging them to capture key ideas and reflect on their relevance in an interconnected world.

Once formative evidence has been collected, timely and specific feedback becomes essential. Without clear guidance, formative assessment loses its value. Students must receive individualized feedback—whether orally, digitally recorded, or in writing—that addresses:

- **What they have done well** and what they have successfully achieved.
- **Whether they have met the learning objectives** connected to both the content and broader global competencies.
- **How their work could be strengthened**, including what they may have approached differently to better meet the goals of the inquiry.
- **Specific strategies for improvement**, enabling them to move forward with confidence and develop skills essential for participating responsibly in a globalized society.

This feedback cycle is fundamental to ensuring that formative assessment supports growth, inquiry, and internationally minded thinking. It helps students take ownership of their learning and equips them with the reflective habits needed to engage thoughtfully with global challenges.

To promote transparency and reinforce the partnership between home and school, teachers are encouraged to share this information with families. Parents can access assessment results and feedback through **Toddle**, enabling them to understand their child's progress and support their learning within an international, globally oriented learning community.

Summative Evidence of Learning

Summative evidence of learning refers to evaluations conducted at the conclusion of a unit of inquiry or after a body of content has been explored and developed. These assessments allow us to determine the depth of students' conceptual understanding and their mastery of knowledge and skills. In an increasingly globalized world, summative assessments play a vital role in shaping learners who think critically, act ethically, and engage as future global leaders.

Effective summative assessment requires clarity in two essential components:

1. Evidence of Learning Strategy

This defines *how* students will demonstrate their understanding. Summative tasks may include model creation, oral presentations, visual explanations, graphic organizers, written assessments, or creative products such as videos, brochures, dramatic performances, or role-plays. These varied formats honor

diverse cultural perspectives and foster international mindedness by encouraging students to communicate their learning in globally relevant and meaningful ways.

2. Evidence of Learning Tool

This outlines *how* the results will be evaluated and recorded. Tools may include checklists, rating scales, rubrics, or other structured assessment instruments. These tools ensure transparency, consistency, and fairness, aligning with international standards and IB expectations.

To empower students and support their growth as reflective, self-directed learners, teachers must share both the criteria and the assessment tools in advance. Once the task instructions are explained, students should receive the specific criteria—such as rubrics or checklists—that will guide their evaluation. When learners understand the expectations before beginning the task, they are better equipped to produce work that reflects rigor, creativity, and global awareness.

In addition, teachers must clearly articulate what constitutes high-quality work. Providing models or exemplars, whether from previous student work or teacher-created samples, helps students internalize expectations and understand how excellence is demonstrated across cultures and contexts.

By approaching summative assessment in this intentional and transparent manner, we cultivate learners who are prepared to apply their knowledge, skills, and values beyond the classroom. This process strengthens their readiness to contribute to a global society with confidence, integrity, and international mindedness.

External assessments

External assessments serve as an important tool for understanding student progress within a broader, internationally benchmarked context. They provide insight into how students learn, highlighting individual strengths and areas for growth. As part of a globally minded educational environment, these assessments support our commitment to developing learners who can thrive in an interconnected and rapidly globalizing world.

For teachers, external assessments offer valuable data that can inform instructional practices, guide curricular decisions, and enhance the overall quality of teaching and learning. By analyzing results thoughtfully, educators can better tailor learning experiences to meet the diverse needs of students and support their development as future global leaders.

At the schoolwide level, external assessments help us monitor student achievement over time and evaluate the effectiveness of our programmes. They also allow us to compare outcomes with other schools both regionally and internationally, ensuring that our standards remain aligned with global expectations and best practices. This comparative perspective strengthens our commitment to excellence, equity, and international mindedness across all learning pathways.

As part of our ongoing commitment to strengthening our assessment practices and aligning with international standards, the school plans to implement standardized external assessments when appropriate and feasible. Among the assessments under consideration are:

- **International Schools Assessment (ISA):** An internationally benchmarked tool designed to measure student achievement in mathematics, science, reading, and writing.

- **Cognitive Abilities Test (CAT4):** A standardized assessment that provides insight into students' verbal, non-verbal, quantitative, and spatial reasoning abilities.

Once introduced, these assessments will serve an analytical and diagnostic purpose and will be used in conjunction with existing assessment methods such as teacher observations, student portfolios, and classroom-based assessments. This comprehensive approach will support a more holistic understanding of each learner's progress and further enhance our ability to provide high-quality, internationally minded education.

5.1 Assessment in the Primary Years Programme (PYP)

5.1.1. Purpose of Assessment

Assessment at Turtle Bay International School serves as a continuous, meaningful process that supports student learning and informs teaching. Rooted in the principles of international mindedness and globalization, assessment helps students understand their progress, build confidence, and develop the knowledge, skills, and dispositions needed to become responsible global citizens and future global leaders. It enables teachers to identify students' prior knowledge, extend learning, address misconceptions, and guide students toward taking informed action in response to local and global challenges.

5.1.2. Principles of Assessment

Assessment at our school is guided by the following principles:

- **Learner-Centred:** Students play an active role through self-reflection, peer evaluation, and goal-setting.

- **Internationally Minded:** Assessment acknowledges diverse cultures, languages, and global perspectives.

- **Continuous & Developmental:** It occurs throughout the learning process to support growth rather than merely measure achievement.

- **Authentic & Inquiry-Based:** Assessment reflects real-world contexts and encourages students to explore global issues.

- **Equitable:** All students have fair opportunities to demonstrate understanding.
- **Collaborative:** Teachers, students, and families contribute to the assessment process as a learning community.

5.1.3. Types of Assessment

Prior Knowledge Assessment

Before beginning each unit of inquiry, teachers identify what students already know, think, and wonder by using concept maps, interviews, graphic organizers (e.g., KWL), and thinking routines such as *Think–Puzzle–Explore*. This ensures learning builds on diverse cultural backgrounds and global experiences.

Formative Assessment

Formative assessments guide instruction and help students understand their progress during learning. Examples include anecdotal notes, peer feedback, self-assessment, journals, exit tickets, drafts, discussions, and teacher- or student-developed rubrics. These assessments foster student agency and help learners connect their understanding to the globalised world.

Summative Assessment

Summative assessments occur at the conclusion of each unit to measure students' understanding of concepts, skills, and knowledge. Tasks may include presentations, reports, posters, role-plays, visual products, and written work. Summative assessment allows learners to demonstrate how their knowledge can contribute to their community and support global problem-solving.

5.1.4. Assessment Practices in the PYP

Assessment in PYP is integrated into learning and teaching. Students are central to the process, engaging in reflection, co-constructing criteria, maintaining portfolios, and participating in student-led conferences. Teachers continuously gather evidence to adapt instruction based on students' needs and backgrounds.

5.1.5. Tools & Methods

A range of tools supports comprehensive assessment, including:

- Rubrics
- Checklists
- Rating scales

- Anecdotal records
- Student journals
- Digital and physical portfolios
- Graphic organizers
- Thinking routines
- Teacher–student conferences

Teachers share all tools and criteria in advance, ensuring clarity and fairness. Exemplars are used to model expectations and support high-quality work.

5.1.6. Feedback & Reporting

Feedback is timely, constructive, and designed to guide improvement. Effective feedback includes:

- Aspects of the student's work that meet or exceed expected standards
- The extent to which the student has achieved the intended learning objectives
- Areas requiring further development or refinement
- Clearly defined next steps for continued improvement

Feedback supports students' reflective skills and helps them become informed, self-directed learners capable of navigating global challenges. Reporting occurs at the end of each unit, each term, and during student-led conferences.

5.1.7. Recording & Monitoring Learning

Learning is recorded through:

- Portfolios
- Teacher observations
- Digital documentation
- Rubrics and checklists
- Student reflections
- Conference records

Recording and monitoring learning ensure that evidence of student progress is continuous, meaningful, and aligned with IB expectations. Documentation supports informed reporting and tracks each student's development over time.

5.1.8. Inclusion & Access

Assessment is designed to be inclusive and supportive of all learners. While respecting IB requirements, teachers provide multiple ways for students to demonstrate understanding, reflecting diverse learning styles, language backgrounds, and cultural perspectives. Our practices promote equity and ensure every student can engage meaningfully in a globalized learning community.

5.1.9. Roles & Responsibilities

Students

- Engage in self- and peer assessment
- Set learning goals
- Maintain portfolios
- Share learning with families
- Take action to support community and global well-being

Teachers

- Design assessments aligned with inquiry and global relevance
- Provide explicit criteria and meaningful feedback
- Document learning accurately
- Support students in developing reflective and international minded behaviours

Families

- Participate in student-led conferences
- Engage with feedback
- Support learning goals at home

School Leadership

- Ensure alignment with IB standards
- Provide professional development
- Support a school-wide culture of assessment and international mindedness

5.1.10. Academic Integrity

Academic integrity is essential to building responsible global citizens. Students learn to act honestly, respect intellectual property, collaborate ethically, and take responsibility for their learning. Teachers model integrity and provide guidance on citation, research practices, and respectful collaboration.

5.1 11. Policy Review Cycle

This policy will be reviewed when needed, or if changes occur in IB guidance or school needs. The review will incorporate input from teachers, students, families, and leadership to ensure the policy remains globally relevant, aligned with international standards, and reflective of our commitment to developing compassionate and knowledgeable global leaders.

5.1.12. Student Portfolios

The student portfolio is an essential element of the PYP assessment framework. It serves as a curated collection of student work that documents growth, progress, and learning over time. Portfolios provide a meaningful platform for students to showcase their achievements, highlight areas of development, and celebrate their learning journey.

When possible, students take an active role in selecting the pieces they wish to include, engaging in thoughtful reflection and self-evaluation as they consider what each artifact reveals about their progress. This reflective process supports students in identifying meaningful next steps and setting informed, achievable learning goals. Portfolios therefore function not only as a record of learning, but also as a tool for fostering agency, metacognition, and ownership of the learning process.

During student-led conferences, learners present their portfolios to their families. These conferences position students as leaders of their own learning, giving them the opportunity to articulate their progress, share reflections, and collaborate with their families in planning future goals. This process reinforces learner agency and strengthens the partnership between school and home.

5.1.13. Student-Led Conferences

Student portfolios are a vital component of the PYP assessment framework. They serve as curated collections of student work that document growth, showcase progression of skills, and illustrate conceptual understanding over time. Portfolios provide students with authentic opportunities to celebrate their learning, demonstrate their achievements, and reflect on their development as internationally minded learners.

When possible, students take an active role in selecting the pieces they wish to include, engaging in deliberate reflection and self-evaluation as they consider how each artifact represents their learning journey. This reflective process enables students to identify areas of strength, recognize opportunities for improvement, and set informed, purposeful goals for future learning.

Portfolios also serve as a key tool during student-led conferences, where students present their learning to families, articulate their progress, and engage in meaningful dialogue about their achievements and next steps.

5.1.14. PYP Final Exhibition

During Grade 5, the culminating year of the PYP at our school, students engage in the Final Exhibition—an essential milestone in their development as internationally minded learners. As outlined in *The Primary Years Programme: From Principles to Practice*, “the learning community is aware that the exhibition is a culminating experience of the programme in which the greatest development of knowledge, skills, and conceptual understanding is demonstrated.” This experience represents a synthesis of the students’ learning journeys and showcases their ability to inquire, think critically, and take meaningful action.

The Final Exhibition holds a level of significance comparable to the MYP Personal Project and the Diploma Programme's Extended Essay. It serves not only as a rigorous academic challenge but also as an opportunity for students to investigate issues of global relevance, engage thoughtfully with global problems, and communicate their findings with clarity and purpose. In doing so, they embody key attributes of the IB Learner Profile, particularly that of *Communicators*, and demonstrate one of the foundational Approaches to Learning: communication.

Through this process, students develop the confidence, intercultural understanding, and reflective disposition required to become future global leaders, capable of contributing responsibly and creatively to their local and international communities.

While the Exhibition formally takes place in Grade 5, its success is the collective responsibility of all educators from Early Childhood through Primary School. Teachers across all grade levels play a critical role in cultivating the inquiry skills, conceptual understanding, and Approaches to Learning that students will ultimately demonstrate during this culminating experience. From the earliest years, students begin developing the dispositions and competencies—such as international mindedness, global awareness, and a commitment to addressing global problems—that will empower them to engage meaningfully in the Exhibition as future global leaders.

The Exhibition must follow the criteria and guidance outlined in the IB to ensure consistency, continuity, and high-quality practice, the school will maintain a comprehensive record of previous Exhibitions, including planning documents, sequences of learning, pedagogical resources, and teacher reflections. This collective knowledge base serves as an essential reference for educators as they prepare, plan, and implement each new Exhibition, ensuring that the experience remains rigorous, globally relevant, and aligned with the values of international mindedness and responsible action.

5.2 Assessment in the Middle Years Programme (MYP)

1. MYP Assessment Philosophy

In the Middle Years Programme at Turtle Bay International School (TBIS), assessment is understood as a continuous, purposeful, and integral part of teaching and learning. It empowers students to understand their progress, informs teachers' instructional decisions, and strengthens communication between school and home. MYP assessment at TBIS values student growth, recognizes diverse learning pathways, and supports the development of independent, reflective, and responsible learners. Guided by IB philosophy, MYP assessment practices are fair, transparent, criteria-based, and centered on supporting all students in demonstrating their understanding through meaningful and authentic learning experiences.

2. Purpose of Assessment in the MYP at TBIS

Assessment in the MYP provides evidence of learning, monitors progress over time, and supports students in developing key skills and competencies. It allows teachers to identify prior knowledge, diagnose misconceptions, plan differentiated instruction, and design learning experiences that support students academically and personally. Assessment also encourages students to take ownership of their learning by promoting reflection, goal setting, and self-management. Additionally, assessment in the MYP ensures that TBIS meets IB requirements while aligning with national expectations through accurate reporting on the Noor platform.

3. Roles and Responsibilities in MYP Assessment

Students

MYP students are expected to understand the assessment criteria, submit their work on time, and maintain academic integrity. They actively engage with feedback, participate in self- and peer-assessment, and seek clarification when needed. Developing responsibility and agency is fundamental to the MYP experience.

Teachers

MYP teachers design assessment tasks that are aligned with subject-group objectives, ensure criteria are applied consistently, and provide clear task instructions alongside task-specific clarifications. They deliver timely, descriptive feedback, record assessments on Toddle, communicate concerns early, and participate in internal standardization to ensure fairness and consistency across the programme.

Parents

Parents support student learning by encouraging healthy routines, monitoring progress through Toddle, and communicating questions or concerns promptly. Their involvement reinforces the partnership between home and school.

MYP Coordinator

The MYP Coordinator ensures that assessment practices adhere to IB expectations, oversees the reporting cycle, supports standardization processes, and provides guidance and professional development to teachers to maintain consistency and alignment across the programme.

4. Formative Assessment in the MYP

Formative assessment is a key component of learning in the MYP. It occurs continuously and provides insights into student understanding, progress, and areas requiring further support. Teachers use various strategies, such as discussions, journal responses, quizzes, peer feedback, and conferences, to collect evidence of learning. Formative assessment does not contribute to final grades; instead, it guides instruction, helps students reflect on their learning, and supports the development of Approaches to Learning (ATL) skills, such as communication, critical thinking, social skills, self-management, and research.

5. Summative Assessment in the MYP

Summative assessments allow students to demonstrate their understanding at the end of a learning period. Each assessment aligns with the subject-group objectives and is evaluated using the MYP criteria, with achievement levels ranging from 1 to 8. Teachers provide task-specific clarifications to ensure transparency and help students understand the expectations of each task. All four MYP criteria must be assessed at least twice during the academic year, ensuring a robust body of evidence.
At reporting periods, teachers determine the “best-fit” level for each criterion and convert combined criteria levels into a final MYP grade (1–7) using IB grade boundaries. These MYP grades are then transcribed into the national grading scale and uploaded onto the Noor platform in accordance with Ministry of Education requirements.

6. Feedback and Learning Improvement

Feedback in the MYP is descriptive, timely, and directly connected to the assessment criteria. It helps students identify strengths, refine skills, and understand areas for growth. All feedback is recorded on Toddle, providing students and parents with consistent access to assessment information. The emphasis on clear, actionable feedback supports students in becoming reflective, self-directed learners who understand how to improve their performance over time.

7. Overdue or Incomplete Work in the MYP

TBIS adopts a supportive and student-centered approach to late submissions. When work is not submitted, teachers send reminders through Toddle and offer guidance. Homeroom Teachers follow up to support organization and time management, and parents are contacted if challenges persist. If no evidence of learning is available, the student may receive a temporary “NA”. Once the student submits the task, the teacher applies the MYP criteria and updates the achievement level accordingly. The goal is always to gather authentic evidence of student learning rather than impose punitive measures.

8. Reporting and Communication of Progress in the MYP

Progress in the MYP is communicated through multiple channels. Teachers provide ongoing updates on Toddle, and formal progress reports and semester report cards are issued throughout the year. Reports include MYP criterion levels, final 1–7 grades, ATL skill development, and comments connected to learning progress. Parent–teacher conferences provide additional opportunities to discuss student growth. This process ensures that families have a clear understanding of academic achievement and areas for further development.

9. Digital Platforms Supporting MYP Assessment

Toddle is the central digital platform used at Turtle Bay International School (TBIS) to support assessment practices in the Middle Years Programme. All MYP assessment tasks, rubrics, student submissions, and teacher feedback are managed through Toddle. The platform allows teachers to communicate expectations clearly, apply MYP criteria consistently, and provide timely, accessible feedback to students and parents.

Toddle also serves as the primary record of evidence of learning, supporting transparency, continuity, and accurate reporting across subjects and year levels. Consistent use of Toddle ensures alignment of assessment practices across the MYP and strengthens communication within the school community.

10. Assessment Appeals Process in the MYP

TBIS ensures that MYP students understand how their work is evaluated and provides them with opportunities to request a review. If a student believes an achievement level is not aligned with the criteria or the quality of their work, they may request a discussion with the subject teacher. Together, they review the task instructions, evidence submitted, and the application of criteria. If further support is required, the MYP Coordinator participates to ensure fairness and consistency. This appeals process strengthens transparency and student empowerment.

11. Standardization in the MYP

Standardization ensures consistency in how MYP assessment criteria are interpreted and applied across subject groups and year levels. Before grading major assessments, **subject teachers meet collaboratively** to review task requirements, examine samples of student work, and discuss expectations in relation to the MYP criteria. This shared analysis supports a common understanding of achievement levels and promotes consistency in professional judgment.

Internal standardization strengthens fairness, accuracy, and reliability in assessment decisions by reducing variation between classes and teachers. External standardization takes place through IB Personal Project moderation, which ensures that assessment outcomes at TBIS are aligned with global MYP standards and expectations.

12. The Personal Project (MYP Year 5)

The Personal Project is a compulsory culminating experience for all MYP Year 5 students. It allows students to pursue a topic of personal interest, develop a significant goal, and document their learning process. Through the project, students apply and strengthen their ATL skills, especially research, organization, and self-management. Supervisors provide guidance, and students maintain a process journal, create an outcome or product, and write a report assessed using the MYP Personal Project criteria. Final reports are externally moderated by the IB, ensuring global standardization and recognition of student achievement.

13. Frequency of Reporting in the MYP

To ensure transparency, consistency, and clear communication with students and families, (TBIS) publishes student progress and achievement reports at three defined points during the academic year.

Ongoing formative feedback is provided continuously through Toddle as part of daily teaching and learning. This includes task-specific feedback, MYP criterion levels, and Approaches to Learning (ATL) development.

Formal written reports are issued three times per academic year, at the end of each academic term:

Term 1 Report – December

Term 2 Report – March

Term 3 Report – June

Each report includes:

MYP criterion achievement levels

Final MYP grades (1–7), where applicable

ATL skill development

Teacher comments linked to learning progress and next steps

Parent–teacher conferences are scheduled during the academic year to provide additional opportunities for discussion of student progress, learning goals, and support strategies. Additional meetings may be arranged as needed.

In addition to the formal reporting periods, parents and students have continuous access to assessment information through Toddle, ensuring real-time visibility of learning evidence, feedback, and progress across subjects.

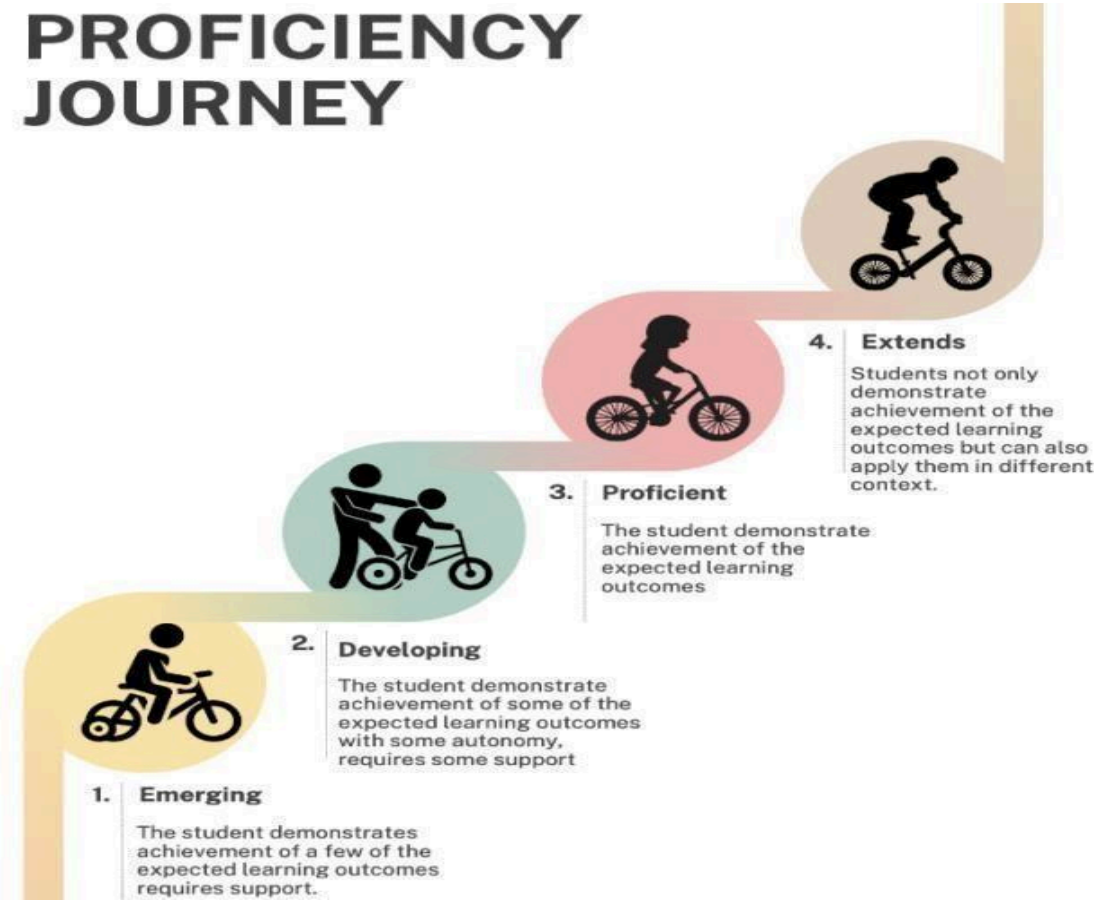
This structured reporting cycle ensures that assessment information is timely, transparent, and meaningful, supporting student reflection and enabling families to actively engage in their child's learning journey.

6. Grading

All term grades from Grade 1 onward are recorded in the Ministry of Education's Student Information System (NOOR). Until the Ministry formally integrates the IB grading scale into the national platform, all grades will be converted to letter grades in accordance with current Ministry requirements.

IB PYP Grading

In the Primary Years Programme (PreK1–Grade 5), student achievement is reported using an IB-aligned achievement scale, as outlined below. In addition to this IB assessment framework, students in Grade 1 and above are issued a national grade that adheres to local Ministry of Education regulations. This dual-reporting approach ensures that students receive feedback that is both internationally recognised and locally compliant.



IB MYP

The MYP marking scheme out of 7, as designated by the IB document, “MYP: From Principles Into Practice”:

Mark	Boundary Guidelines	Descriptor
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.
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.
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.
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.

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.
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.
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.

National Grading system transcription

IB Scale PYP	Numerical Grade (%)	Letter Grade
Exceeding	90-100	A (excellent)
Proficient	80-89	B (Very good)
Developing	70-79	C (Good)
Emerging	60-69	D (Pass)
0	<59	F (Fail)

The weight of the terms are as follows:

T1: 33%

T2:33%

T3:34%

IB Scale MYP	Numerical Grade (%)	Letter Grade
7	90-100	A (excellent)
5, 6	80-89	B (Very good)
4	70-79	C (Good)
3	60-69	D (Pass)
1, 2	<59	F (Fail)

Toddle will calculate the final mark directly.

Non-promoting students in PYP

For students enrolled in the PYP, teachers maintain ongoing communication with families throughout the school year regarding student progress, particularly in subjects or skill areas where a learner may be experiencing challenges. Teachers provide students with multiple opportunities during the year to revisit, strengthen, and demonstrate understanding of content and skills where improvement is needed.

If, at the end of the academic year, a student does not achieve a passing grade—defined as *Emerging* or a score above 59, a final make-up examination will be required for that subject. Students who achieve at least **50%** on this examination will be permitted to progress to the next academic year. In such cases, the school will put in place additional support measures to ensure the student can address identified learning gaps and meet grade-level expectations moving forward, thereby preventing cumulative learning difficulties.

The subjects included in this intervention process are **Mathematics**, **Language and Literature**, and **Arabic**, as these foundational areas are essential for continued academic success.

Students who require further reinforcement will be assigned a structured **summer learning package** in the relevant subjects. Upon returning from the summer break, they will complete an assessment to evaluate their understanding of the reinforced content and determine readiness for the new school year.

Non-Promotion and Promotion Decisions in the MYP

Throughout the MYP academic year, teachers gather ongoing evidence of student progress in relation to the MYP objectives and criteria. Teachers provide guidance for improvement directly to students through feedback and conferences, share concerns with Homeroom Teachers, and, in specific cases, communicate directly with families to ensure timely support and intervention.

At the end of the academic year, students are expected to achieve a **minimum passing grade of 3 or above (or above 59% in the national grading transcription)** in each subject. If a student does not meet this requirement in a subject, they will be required to sit a **make-up assessment** at the end of the academic year as an additional opportunity to demonstrate achievement.

Promotion decisions are made according to the following guidelines:

- **Students with one or two subjects below the passing mark:**
  These students may be promoted to the next MYP year level. However, they will be required to receive targeted academic support in the corresponding subjects. Appropriate support measures will be arranged within the school schedule to address learning gaps.

- **Students with three or more subjects below the passing mark:**
  Students who do not achieve a passing grade in three or more subjects, even after the make-up assessment, will **not be promoted** and will be required to **repeat the academic year**.

This process ensures academic integrity, supports student readiness for progression within the MYP, and provides structured pathways for improvement while maintaining high expectations.

7. Policy Development and Revision

The development of this policy was finalized in November 2025 by the Academic Coordinators.
All members of staff will participate in the subsequent review and refinement of this policy to ensure its continued alignment with institutional goals and IB standards.

The process of policy review and refinement is overseen by the programme coordinators. Policy development is guided by official IB documentation, international best practices, and contributions from other SEK Schools. Once an initial draft is prepared, and provided that it aligns with IB standards, school values, and the overall vision for international mindedness, the draft will be shared with the teaching staff for consultation. Feedback will be carefully considered, and revisions will be incorporated as appropriate.

During the first two years of implementation, the policy will undergo annual review. Each review will determine whether the policy remains fit for purpose or requires modification. The School Principal and academic coordinators hold responsibility for approving updated versions and ensuring that the revised policy is communicated effectively to the wider school community through platforms such as the school website and Toddle.

Following this initial period, the policy will be revised on a rotational basis at least once every IB evaluation cycle, or sooner, if necessary, to ensure continued alignment with evolving IB requirements, educational research, and the needs of our learning community.

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