



Schloss Krumbach International School

Assessment Policy

Collaborative Development

This policy was collaboratively developed by the IB DP Coordinator, Head of School, School Principal, and the SKIS Pedagogical Team. It reflects the school's educational philosophy and aligns with current IB expectations.

Review Cycle

This policy is reviewed every two years to ensure continued alignment with IB expectations and evolving school practices. If the school or the IB introduces changes that affect this policy, it will be reviewed and updated earlier. All reviews are conducted collaboratively by the IB DP Coordinator, Head of School, School Principal, and the SKIS Pedagogical Team.

Last Reviewed: May 2025

Next Review: May 2027

Collaborative Development	0
Review Cycle	0
1. Introduction	3
Purpose	3
Definition of Assessment	3
2. Assessment Philosophy and Principles	4
3. Scope and Application of Assessment	4
Middle School Programme (Grades 7–10)	4
Diploma Programme (Grades 11–12)	4
4. Assessment Principles in Practice	5
5. Recording and Reporting of Assessment	5
Recording Assessment Data	5
Reporting Student Achievement	6
Achievement Levels and Grading Scale	6
6. IB Diploma Programme – Specific Practices	7
6.1 IB Assessment Philosophy	7
6.2 IB Assessment Criteria	7
6.3 Assessment Practices in the Diploma Programme	7
6.4 Peer and Self-Assessment	8
6.5 Approaches to Learning (ATL) Skills	8
6.6 Assessment Timeline Management	8
6.7 Homework Expectations	8
6.8 Internal Assessments (IAs)	9
6.9 Re-assessment and Retake Policy	9
Procedure:	9
Limitations:	10
7. Internal Moderation and Standardization of Assessed Coursework	10
IB Teacher Training and Collaboration	10
8. External Assessment	10
9. Final IB Assessment and Registration	11
10. Predicted Grades	11
11. Assessment Timeline and Internal Scheduling	12
Calendar of DP Assessment Deadlines:	12
SKIS Restricted-Time Assessments:	12
Assessment Timeline Management:	12
12. Absence During Assessments	13
13. Requirements for the IB Diploma Award	13
Creativity, Activity, Service (CAS) Assessment	14
14. Reporting and Academic Support	14

Semester and Final Reporting	15
Conferences at SKIS	15
15. Assessment and Inclusion	15
16. Inclusive Assessment Practices	16
Access Arrangements	16
Collaboration and Documentation	16
Fairness and Integrity	16
Note on Current Context	17
17. Academic Integrity in Assessment	17
Principles of Academic Integrity:	17
Response to Academic Misconduct	17
Promoting a Culture of Integrity	18
Shared Responsibility for Integrity	18
18. Responsibilities in Assessment	18
Student Responsibilities	18
Teacher Responsibilities	19
Coordinator Responsibilities	20
Leadership Responsibilities	20
19. Assessment Policy Development and Review	21
Collaborative Development	21
Alignment with Other Policies	21
Review Cycle	21
References :	21

1. Introduction

Purpose

This Assessment Policy outlines Schloss Krumbach International School's (SKIS) approach to assessment, ensuring alignment with both the IB philosophy and the school's mission. At SKIS, assessment is viewed as an integral part of teaching and learning. It is a tool that supports student progress, encourages reflection, informs instruction, and fosters communication among students, teachers, and parents. Assessment serves multiple, interconnected purposes: guiding curriculum design, promoting learner autonomy, and supporting the development of knowledge, skills, and attitudes.

Definition of Assessment

Assessment at SKIS is an ongoing, purposeful process of gathering, analyzing, and using evidence of student learning. It is designed to inform teaching and foster individual growth in skills, conceptual understanding, and personal development. Consistent with IB philosophy, assessment empowers students to reflect on their learning, take ownership of their progress, and engage actively with the learning process (International Baccalaureate Organization, 2021).

2. Assessment Philosophy and Principles

At SKIS, assessment is student-centered and integral to the development of skills, knowledge, conceptual understanding, and international-mindedness. It is not limited to the allocation of grades but is a continuous process that informs teaching, guides learning, encourages meaningful feedback, and promotes self-reflection.

Assessment is based on the following principles:

- **Supporting Learning:** Prioritizing improvement in student learning over merely measuring achievement.
 - **Clarity and Transparency:** Ensuring students clearly understand tasks and criteria prior to assessments.
 - **Fairness and Equity:** Designing assessments that are accessible, inclusive, and adaptable to diverse learner needs.
 - **Authenticity:** Creating assessments that are meaningful and applicable to real-world situations.
 - **Balance:** Employing a range of assessment methods and styles to capture a complete picture of each learner.
- Consistency and Reliability:** Collaboratively developing and moderating assessments to ensure fairness across subjects and year levels.

- **Student Engagement:** Actively involving students in the assessment process to promote reflection and goal-setting.

Through these principles, SKIS fosters a positive assessment culture that builds confidence, motivation, and a sense of responsibility in students regarding their learning journey.

3. Scope and Application of Assessment

Assessment practices at SKIS are tailored to the specific needs of each educational stage while remaining consistent with international best practices and the IB philosophy.

Middle School Programme (Grades 7–10)

Assessment criteria in the Middle School are developed internally, reflecting the Austrian Board of Education's requirements and SKIS's educational philosophy. The purpose is to:

- Develop subject-specific skills and conceptual understanding.
- Provide constructive feedback to support academic growth.
- Prepare students progressively for the demands of the IB Diploma Programme.

This framework is customized to ensure both academic excellence and local relevance.

Diploma Programme (Grades 11–12)

Assessment in the IB Diploma Programme (DP) is fundamental to teaching and learning. It is designed to:

- Empower students to take ownership of their progress.
 - Inform teaching strategies and instructional planning.
 - Facilitate meaningful reflection and self-assessment.
- Maintain open communication between students, teachers, and parents

4. Assessment Principles in Practice

At SKIS, assessment is designed to actively support learning and promote student growth.

- Feedforward and feedback is integrated across all assessment types to help students identify areas for improvement and take actionable steps towards their learning goals. This feedback encourages self-reflection and fosters deeper, more meaningful learning experiences.
- Peer and Self-Assessment are implemented, particularly in formative assessments, to develop metacognitive skills, learner agency, and collaborative learning. These practices empower students to critically evaluate their work and the work of others, building autonomy and confidence in their academic abilities.

This balanced and reflective approach ensures that SKIS students are not only prepared to meet academic standards but are also supported in becoming independent, capable, and thoughtful learners.

5. Recording and Reporting of Assessment

At SKIS, assessment data is systematically collected, recorded, and communicated to provide a comprehensive and transparent understanding of student progress and achievement for students, parents, and teachers.

Recording Assessment Data

Teachers document both formative and summative assessment outcomes throughout the academic year to build a complete picture of each student's learning.

- **Middle School (Grades 7–10):** Achievement is recorded against SKIS-developed criteria.
- **Diploma Programme (Grades 11–12):** Assessment is recorded using IB subject-specific criteria and the official IB 1–7 grading scale. Where internal formative assessments serve as essential tools for learning but do not fully correspond to the IB assessment model, or where summative assessments do not replicate full IB examination papers, the school applies internally developed percentage-based grading criteria aligned to IB assessment objectives. Where IB grade boundaries are unavailable, SKIS-approved grade bands are used.
- For formative assessments, SKIS recognizes that success criteria may differ from those used in high-stakes summative tasks. Teachers adapt criteria to match the purpose of the task and the students' current stage of learning. Formative feedback is primarily qualitative, forward-looking, and designed to support student self-reflection, peer-assessment, and skill development.

The SKIS Progress Tracker, the school's digital learning management system, is used to store grades, task descriptions, teacher feedback, and evidence of student progress.

Assessment records include:

- Specific task marks and rubric levels
- Descriptive feedback highlighting strengths and areas for improvement
- Overall achievement levels for each reporting period

Final semester grades are based on a holistic judgment of cumulative evidence, not a simple average of individual task scores.

Reporting Student Achievement

Formal reports are issued twice annually:

- Middle School: Reports show achievement levels (1–7) in each subject based on adapted SKIS criteria.
- Diploma Programme: Reports present IB grades (1–7) accompanied by narrative comments aligned with IB grade descriptors.

Each report includes:

- Achievement levels per subject
- Narrative feedback describing progress, learning behavior, and areas for further development

Achievement Levels and Grading Scale

Both Middle School and Diploma Programme assessments follow the IB 1–7 scale:

Level	Descriptor
7	Demonstrates an excellent, consistent understanding of knowledge and skills with almost flawless application. Shows originality, analysis, synthesis, and evaluation consistently.
6	Shows thorough understanding with consistent application across various contexts. Regular evidence of higher-order thinking skills and insight.
5	Demonstrates general thoroughness and understanding. Some evidence of analysis, synthesis, and occasional originality or insight.
4	A good understanding of key concepts and skills. Occasional evidence of analysis or evaluation. Applied effectively in familiar situations.
3	Limited achievement with some difficulty in understanding concepts or applying skills. Needs support in standard contexts.
2	Very limited understanding and difficulty applying skills even with support. Achievement is below expected levels.
1	Minimal achievement in relation to the objectives.

6. IB Diploma Programme – Specific Practices

6.1 IB Assessment Philosophy

SKIS employs criterion-referenced assessment, meaning:

- Student work is judged against IB-defined standards, not in comparison with peers.
- IB subject-specific criteria are communicated clearly from the outset and reinforced regularly.

- Classroom and homework tasks are designed to develop the skills necessary to meet these criteria.

This approach promotes fairness, transparency, and global consistency.

6.2 IB Assessment Criteria

Official IB criteria are applied to all summative assessments.

IB Mock Exams, IB Internal Assessments, and Predicted Grades for university applications are graded and reported based on official IB mark schemes, criteria, and grade boundaries to ensure accuracy, consistency, and compliance with IB standards.

Students are assessed using the IB 1–7 scale, with descriptors applied uniformly.

Assessment includes both Internal Assessments (IAs) and preparations for external IB examinations.

6.3 Assessment Practices in the Diploma Programme

DP teachers employ a range of assessment strategies:

- Diagnostic Assessments: Identify prior knowledge and skills.
- Formative Assessments: Develop student readiness through practice essays, quizzes, and projects.
- Summative Assessments: Evaluate mastery via major tasks, mock exams, coursework, and projects that contribute to semester grades.
- Official IB Assessments: Include final exams, Internal Assessments (IAs), Extended Essay (EE), and externally moderated components.

6.4 Peer and Self-Assessment

Students engage in peer and self-assessment to:

- Deepen understanding of criteria and standards.
 - Reflect on personal learning.
 - Build confidence and autonomy in evaluating their own work.
- Teachers provide rubrics and model evaluation processes to ensure clarity and accuracy.

6.5 Approaches to Learning (ATL) Skills

Assessment supports growth in Approaches to Learning (ATL) skills:

- Communication: Presentations, debates, writing tasks.
- Social Skills: Group projects, teamwork.
- Self-Management: Organization, time management.
- Research: Information and media literacy.
- Thinking: Problem-solving, critical analysis.

Teachers provide feedback on ATL development during both formative and summative assessments. The introduction of ATL portfolios and reflective practices is being explored to formalize this process.

6.6 Assessment Timeline Management

Assessment schedules are carefully structured to:

- Balance student workload throughout the year.
- Allow for authentic teacher feedback on drafts.
- Ensure academic honesty.
- Prepare for internal and external moderation.

This promotes student well-being, academic integrity, and strong organizational skills.

6.7 Homework Expectations

Homework plays an essential role in supporting independent learning. Expectations include:

- Regular completion across all subjects.
 - Alignment with course demands and assessment timelines.
 - Activities such as reading, research, exam preparation, and IB-aligned practice tasks.
- Strong homework habits reinforce skills needed for success in both IB assessments and higher education.

6.8 Internal Assessments (IAs)

IAs are authentic assessment components of each DP course and include:

- Tasks such as the TOK Exhibition, oral commentaries, science investigations, and historical inquiries.
- Preparation sessions to develop skills before final submissions.
- Evaluation using official IB rubrics, with potential external moderation.

IAs allow students to demonstrate inquiry skills in sustained, meaningful ways beyond timed examination conditions.

6.9 Re-assessment and Retake Policy

In alignment with IB expectations for fairness and transparency, SKIS permits reassessment opportunities under specific conditions, particularly in cases where a student's performance may not accurately reflect their ability due to extenuating circumstances.

- **Formative Assessments:** Students may be given the opportunity to retake or revise formative assessments based on teacher feedback, as part of the learning process.

- **Summative Assessments:** Retakes of summative assessments are not automatic and will be considered on a case-by-case basis, subject to approval by the DP Coordinator and relevant subject teacher.
- **Eligibility for Retake:** Retake requests must be based on valid academic or personal grounds (e.g., illness, or documented learning needs).

Procedure:

- The student must submit a request in writing within 3 school days of receiving the original grade.
- The teacher and DP Coordinator will review the request.
- If approved, a retake will be scheduled within 7 school days.

Limitations:

- Only one retake is allowed per summative assessment.
- The higher grade from the two attempts will be recorded.

This policy supports transparency, encourages accountability, and ensures consistent assessment practices across the IB Diploma Programme.

7. Internal Moderation and Standardization of Assessed Coursework

At SKIS, rigorous internal moderation and standardization procedures are in place to ensure that all internally assessed coursework is evaluated fairly, accurately, and consistently, in alignment with IB Diploma Programme (DP) expectations.

When multiple teachers deliver the same DP subject, they independently assess samples of student work and then engage in collaborative moderation sessions using the official IB rubrics and grade descriptors. This process ensures that assessment standards are consistently understood and applied across all classes.

If only one teacher delivers a subject, collaboration with experienced colleagues from other IB World Schools is encouraged to uphold grading reliability and professional accountability.

Students also play an active role in this process. They are taught how to use IB assessment rubrics to self-assess their work before final submission. Following teacher evaluation, students receive detailed, formative feedback to support their reflection and guide improvement.

Internal moderation not only satisfies IB requirements but also enhances the integrity of assessment and fosters continuous professional growth among teachers.

7.1 IB Teacher Training and Collaboration

All DP teachers at SKIS participate in specialized IB-approved training workshops for their subject areas. They are encouraged to consult the IB Programme Resource Centre and make use of IB subject reports, mark schemes, and curriculum guides to enhance their instructional and assessment practices.

SKIS actively promotes a culture of professional collaboration, where teachers regularly share resources, strategies, and best practices. Opportunities for further professional development through workshops and cooperation with other IB World Schools are also planned to continually raise the quality of teaching and assessment.

8. External Assessment

At SKIS all external IB assessments are conducted under the supervision of school staff (appointed as invigilators) and assessed by official IB examiners. These assessments include the final written examinations, as well as components such as the Extended Essay (EE), Theory of Knowledge (TOK) essay, and Written Assignments in language subjects.

IB final examinations occur in May of Grade 12, with official dates set and communicated by the International Baccalaureate Organization (IBO) at least one year in advance. All external assessment procedures strictly adhere to IB regulations.

Typically, external assessments contribute approximately 70% of the final IB course grade, although this weighting may vary by subject.

9. Final IB Assessment and Registration

The final IB assessments mark the culmination of the two-year Diploma Programme, usually held between the end of April and May of Grade 12.

These include:

- Theory of Knowledge (TOK) essay
- Extended Essay (EE)
- CAS portfolio and reflections (completion requirement)
- Internal Assessments (IAs) in all subjects

IB registration for assessments takes place between October and November before the final exam session in May. To be registered as full Diploma Candidates, students must:

- Be current with all internal assessments
- Meet minimum performance expectations in school-based assessments
- Consistently demonstrate academic integrity and responsibility

Students who do not meet these criteria may be registered as IB Course Candidates, receiving certificates for individual subjects but not the full IB Diploma.

10. Predicted Grades

In accordance with IB guidelines predicted grades represent a professional, holistic judgment of a student's likely final achievement in each subject. These grades are based on a range of evidence, including:

- Formative and summative assessment results
- Internal Assessment performance
- Classroom participation and engagement

- Observed learning progress over time

Predicted Grades Submission

Subject teachers are responsible for determining predicted grades based on evidence of student performance throughout the course. Teachers submit these grades to the IB Diploma Programme Coordinator, who enters and submits them via IBIS by the official IB deadlines (April 20 for May session assessments).

The IB Coordinator ensures that predicted grades are submitted on time and reflect the professional judgment of teachers, maintaining accuracy and alignment with student achievement.

Additionally, teachers provide predicted grades early in DP Year 2 to support university applications. These grades are shared transparently with students and parents to assist in informed decision-making and future planning.

11. Assessment Timeline and Internal Scheduling

To ensure the successful completion of all IB assessment requirements, SKIS maintains a comprehensive Diploma Programme assessment calendar. This schedule is collaboratively developed and updated by the DP Coordinator and subject teachers, balancing the assessment load across subjects and allowing students to manage deadlines effectively.

11.1. Calendar of DP Assessment Deadlines:

- Internal and external due dates are clearly communicated to both students and teachers.
- The calendar supports consistency and fairness in workload distribution.

11.2 SKIS Restricted-Time Assessments:

To prepare students for IB final exams, SKIS implements timed in-class assessments (excluding TOK and Visual Arts) that mirror the structure and expectations of formal IB examinations. In addition, whole-cohort examination periods are scheduled as follows:

- Grade 11 (DP1) End-of-Year Examinations: June
- Grade 12 (DP2) Mock Examinations: January/February

These assessments cover all content taught to date and identify areas requiring further development.

11.3 Assessment Timeline Management:

Internal assessment timelines are carefully structured to:

- distribute student workload evenly throughout the school year

- allow sufficient time for authentic, actionable feedback on drafts
- uphold academic integrity standards
- facilitate the timely preparation of moderation samples

Effective timeline management promotes student well-being, academic integrity, and essential time-management and organizational skills, all critical for success in the IB Diploma Programme and beyond.

11.4 Reference to Internal Deadlines Policy

To ensure consistency, fairness, and academic integrity in assessment processes, SKIS implements an Internal Deadlines Policy for all IB Diploma Programme components. This policy outlines interim, subject, and upload deadlines for coursework and is introduced during student orientation. It supports the structured implementation of assessment, timely feedback, and the authentication of work in alignment with IB regulations. The policy also outlines procedures for missed deadlines and shared responsibilities among students, teachers, and coordinators. (See: SKIS IB Deadlines Policy)

12. Absence During Assessments

In cases of absence from scheduled end-of-year or mock examinations, students must provide a valid medical certificate. Upon receipt, the school will reschedule the assessment to ensure fairness and avoid any undue advantage.

Each situation is reviewed individually by the Diploma Programme Coordinator, who considers the student's circumstances before confirming an alternative assessment date.

13. Requirements for the IB Diploma Award

To be eligible for the International Baccalaureate (IB) Diploma, a student at SKIS must fulfill the following core requirements:

- Successfully completed six IB subjects, comprising three at Higher Level (HL) and three at Standard Level (SL).
- Submit a 4,000-word Extended Essay (EE) demonstrating independent research and academic writing skills.
- Complete the Theory of Knowledge (TOK) course, including the essay and exhibition components.

- Fulfill all requirements of the Creativity, Activity, Service (CAS) programme, demonstrating meaningful engagement with the CAS learning outcomes over a sustained period.

Additionally, the Extended Essay and TOK components are assessed together using the IB points matrix and can contribute up to three bonus points toward the final Diploma score.

SKIS's assessment practices are fully aligned with IB standards and are designed to develop knowledgeable, reflective, and principled learners. These practices promote academic excellence and uphold fairness, inclusion, and ethical conduct in all assessment activities.

		Theory of Knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
E x t e n d e d	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
E s s a y	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

Ref. International Baccalaureate Organization. (2024). Diploma Programme Assessment Procedures. International Baccalaureate.DP passing criteria: Core points matrix for Extended Essay and Theory of Knowledge.

CAS is a core component of the IB Diploma Programme, emphasizing students' personal and social development through experiential learning rather than academic grading.

To fulfill the CAS requirement, SKIS students are expected to:

- Engage in a balanced range of Creativity, Activity, and Service experiences.
- Plan, implement, and reflect on CAS activities with guidance from the CAS Coordinator.
- Maintain an organized CAS portfolio, documenting experiences and reflections, which is regularly reviewed by the CAS Coordinator or Approaches to Learning (ATL) teacher.

- Successfully demonstrate achievement of all seven CAS learning outcomes over a period of at least 18 months.

CAS is assessed on a Pass/Fail basis. Successful completion of CAS is a mandatory requirement for the award of the IB Diploma.

14. Reporting and Academic Support

At SKIS, teachers uphold consistent and transparent grading practices in accordance with IB standards to promote fairness and support individual student growth.

To ensure clarity and equity:

- Assessment criteria and expectations are clearly communicated to students before tasks are assigned.
- Grades are based on official IB assessment criteria or SKIS-developed rubrics aligned with IB learning objectives.
- Mark schemes are provided for summative assessments, including mock examinations.
- When courses are taught by multiple teachers, collaborative moderation ensures consistency and accuracy in grading.

SKIS employs a digital Progress Tracker to monitor and record performance data across four reporting periods in DP1 and DP2. This system supports:

- Early identification of students requiring additional academic support.
- Tracking of academic progress and trends over time.
- Informed decisions regarding subject placement at HL or SL.
- Data-driven development of accurate predicted grades.

14.1 Semester and Final Reporting

Formal semester reports are issued twice yearly (February and June), summarizing each student's overall performance in all six subjects according to the IB 1–7 grading scale.

To maintain transparency and continuous communication, all reports are shared electronically with students and parents.

14.2 Conferences at SKIS

Regular communication between teachers, students, and parents is essential to supporting academic success and student well-being. **SKIS** schedules conferences twice per year, typically as follows:

- **Autumn (October/November):** Parent-Teacher Conferences
- **Spring (April/May):** Parent-Teacher Conferences

Conferences may be conducted online or in person, depending on family location and availability. Meetings may be held with or without the student present, based on the purpose of the discussion and in consultation with teachers and parents.

Additional meetings can be arranged at any time upon parent or student request, or may be initiated by the school when concerns arise or when further discussion is deemed beneficial for the student's learning and development.

15. Assessment and Inclusion

Assessment practices at SKIS are designed to be inclusive and equitable, ensuring that every student has an opportunity to demonstrate their learning and reach their full potential.

16. Inclusive Assessment Practices

- Assessment tasks are tailored to accommodate the diverse needs, learning styles, and backgrounds of students.
- Teachers differentiate assessments through a variety of formats, scaffolding, and flexible approaches to meet individual learning needs.
- While assessment criteria remain consistent for all students, the means of demonstrating understanding may be adapted based on approved accommodations.

Access Arrangements

Should the need arise students with documented learning needs, disabilities, or medical conditions may receive appropriate access arrangements, such as:

- Additional time
- Use of assistive technologies
- Modified or alternative assessment formats
- Supervised breaks during examinations

All access arrangements follow IB guidelines for the Diploma Programme and align with SKIS's Inclusion Policy.

Collaboration and Documentation

Assessment adaptations are planned collaboratively by the Diploma Programme Coordinator, teachers, the School Principal, and the Head of School. Parents and students are actively involved in these discussions to ensure shared understanding and transparency.

All accommodations are properly documented and communicated to relevant stakeholders while maintaining confidentiality and respect for the student's dignity.

Fairness and Integrity

Inclusive assessment practices uphold academic integrity by ensuring all modifications provide equitable access to the curriculum without altering assessment standards. Assessment design enables every student to demonstrate authentic learning aligned with their abilities.

Note on Current Context

Currently, SKIS has no students requiring formal access arrangements; however, the school maintains a proactive and inclusive philosophy. Should the need arise, SKIS is prepared to provide appropriate support and accommodations in line with IB expectations.

Through these inclusive practices, SKIS promotes diversity, well-being, and equal opportunities for all students to succeed.

17. Academic Integrity in Assessment

At SKIS, academic integrity is central to all teaching and assessment processes. All DP assessments are conducted in strict accordance with the SKIS Academic Integrity Policy and IB guidelines on academic honesty. The school is committed to fostering a culture of honesty, respect, fairness, and responsibility.

Students receive explicit instruction on ethical research practices, proper citation methods, and the importance of submitting authentic work—ensuring they are prepared for IB assessments, university-level study, and lifelong academic integrity.

Principles of Academic Integrity:

- **Honesty:** Producing original work and properly acknowledging the ideas and contributions of others.
- **Responsibility:** Taking ownership of one's learning and ethical conduct in all academic tasks.

- **Fairness:** Ensuring assessment practices are transparent and criteria are applied consistently.
- **Respect:** Honoring intellectual property rights and adhering to assessment regulations.

Response to Academic Misconduct

Any suspected cases of academic misconduct acts such as plagiarism, collusion, cheating, or sharing of exam content are addressed according to the school's Academic Integrity Policy and handled confidentially and fairly, following the procedures outlined in the SKIS Academic Integrity Policy. Confirmed cases of malpractice in the Diploma Programme are reported to the IB as required.

Promoting a Culture of Integrity

Academic integrity is embedded in the SKIS school culture through continuous education and reinforcement. Students are encouraged to take pride in producing authentic, high-quality work. Upholding integrity guarantees that assessment outcomes genuinely reflect student learning and supports ethical development for academic and professional success.

Shared Responsibility for Integrity

Academic integrity at SKIS is a shared responsibility among students, teachers, coordinators, and school leadership. Clear roles and expectations ensure that assessment practices remain effective, consistent, and supportive of meaningful learning.

18. Responsibilities in Assessment

At SKIS, assessment is recognized as a shared responsibility among students, teachers, coordinators, and school leadership. Clearly defined roles and expectations ensure that assessment practices are consistent, effective, and supportive of student learning.

Student Responsibilities

Students are expected to:

- Engage actively, thoughtfully, and responsibly in all assessment activities, demonstrating curiosity and commitment to learning.

- Submit authentic work that accurately reflects their own knowledge, skills, and effort.
- Meet all established deadlines for assignments, projects, and assessments, demonstrating effective time management and organizational skills.
- Use feedback from formative assessments constructively to improve their learning strategies and academic outcomes.
- Reflect regularly on their progress and set realistic, challenging academic and personal development goals.
- Uphold academic integrity in every aspect of their work and conduct.
- Read, understand, and sign required documents such as the Academic Integrity Contract and the Candidate Consent Form in accordance with IB regulations.
- Submit original work for all tasks, avoiding any form of academic misconduct.
- Correctly cite and reference all sources using APA format or other approved referencing styles.
- Avoid academic malpractice, including but not limited to:
 - Plagiarism (presenting another's work or ideas as one's own)
 - Collusion (unauthorized collaboration)
 - Duplication of work (submitting the same work for different assignments)
- Seek clarification from teachers, supervisors, or the IB Coordinator when in doubt regarding ethical research practices or citation standards.

Teacher Responsibilities

Teachers at SKIS are responsible for ensuring fair, transparent, and academically honest assessment processes. They are expected to:

- Design valid and reliable assessments aligned with curriculum objectives and clear, well-communicated assessment criteria.
- Clearly communicate assessment tasks, criteria, and expectations to students before assessments are administered.
- Provide timely, constructive, and specific feedback to guide student learning and encourage academic growth.
- Maintain accurate, transparent records of student achievement, progress, and feedback.

- Collaborate with colleagues to ensure consistent interpretation and application of assessment criteria, including participation in internal standardization and moderation processes.
- Support the development of students' academic integrity skills, including proper citation, referencing, and ethical research practices.
- Explicitly teach academic integrity principles within subject instruction and research-related tasks.
- Design assessment tasks that reduce opportunities for misconduct by incorporating personalized, process-oriented, or open-ended elements.
- Utilize plagiarism detection software (e.g., Turnitin) where appropriate to verify the authenticity of student work.
- Identify and implement appropriate access arrangements for students with special educational needs in consultation with the Inclusion Coordinator.
- Address breaches of academic integrity fairly and consistently in line with SKIS policy and IB regulations, ensuring that responses are educational and proportionate.

Coordinator Responsibilities

The Diploma Programme Coordinator is responsible for:

- Ensuring that assessment practices align with both SKIS policies and IB requirements.
- Supporting teachers in the creation of high-quality, curriculum-aligned assessments.
- Leading processes for assessment moderation and standardization.
- Overseeing the administration of external assessments, including IB examinations.
- Monitoring the application of academic integrity procedures and addressing instances of academic misconduct.
- Keeping students and parents fully informed about assessment policies, practices, and expectations.

Leadership Responsibilities

The Head of School and Senior Leadership Team are responsible for:

- Overseeing the development, implementation, and systematic review of the SKIS Assessment Policy.

- Providing opportunities for teacher professional development related to assessment best practices.
- Ensuring that assessment procedures reflect and support the mission, vision, and values of SKIS.
- Facilitating clear and open communication regarding assessment with students, parents, teachers, and external bodies (such as the IB).
- Allocating appropriate resources to ensure effective assessment design, administration, and reporting.

Through this shared commitment and collaboration, SKIS ensures that assessment serves as a powerful tool for student learning, continuous improvement, and school development.

19. Assessment Policy Development and Review

Collaborative Development

The SKIS Assessment Policy was collaboratively developed by the IB Diploma Programme Coordinator, Head of School, School Principal, and the SKIS Pedagogical Team. This collaborative process ensures that the policy reflects the school's shared educational values, promotes consistency in assessment practices across subject areas, and aligns with the principles and standards of the International Baccalaureate.

Alignment with Other Policies

This policy is designed to work in harmony with other key SKIS policies, including the:

- Academic Integrity Policy
- Inclusion Policy
- Language Policy
- Admissions Policy

Together, these policies create a cohesive, student-centered, and inclusive learning environment.

Review Cycle

The SKIS Assessment Policy is reviewed every two years to ensure alignment with evolving IB requirements, international best practices, and the needs of the school. Reviews are conducted collaboratively by the IB Diploma Programme Coordinator, Head of School, School Principal, and the SKIS Pedagogical Team.

If the IB or the school introduces updated guidance or changes that affect assessment practices, an earlier review and revision of this policy will be undertaken.

Feedback from students, parents, and teachers may also inform revisions, ensuring the policy remains relevant and responsive to the needs of the SKIS learning community.

Once updated, the policy is shared with all staff through internal communication channels and is discussed during collaborative meetings and professional development sessions to ensure shared understanding and implementation.

The policy is also made accessible to parents and guardians through the school website and other communication channels.

References :

- International Baccalaureate Organization. (2021). Teaching and learning informed by assessment in the Diploma Programme. International Baccalaureate Organization.
- International Baccalaureate Organization. (2010). Guidelines for developing a school assessment policy in the Diploma Programme. International Baccalaureate Organization.
- International Baccalaureate Organization. (2019). Assessment principles and practices: Quality assessments in a digital age (Updated November 2023). International Baccalaureate Organization.
- International Baccalaureate Organization. (2015). Diploma Programme: From principles into practice. International Baccalaureate Organization.
- International Baccalaureate Organization. (2020). Programme standards and practices. International Baccalaureate Organization.
- IB Subject Guides. International Baccalaureate Organisation.
- International Baccalaureate Organization. (2023). Guide to programme evaluation. International Baccalaureate Organization.
- International Baccalaureate Organization. (2023). Academic integrity policy (Updated March 2023)
- International Baccalaureate Organization. (2022). Access and inclusion policy (Updated September 2022).
- International Baccalaureate Organization. (2024). Predicting IB grades. International Baccalaureate Organization.
- International Baccalaureate Organization. (2024). Diploma Programme assessment procedures 2025. International Baccalaureate Organization