



Mar Qardakh International School

Assessment Policy

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Next review	September 2030

Related policies:

- Admission Policy
- Language Policy
- Academic Integrity Policy
- Technology Policy

1. Introduction

Purpose of the Assessment Policy

The purpose of this policy is to establish a clear, consistent, and shared understanding of assessment practices across Mar Qardakh International School (MQIS). It provides a framework for how assessment is planned, implemented, recorded, reported, and reviewed to support student learning, monitor progress, and inform teaching and learning.

The policy applies to the entire school community and all its programmes and grade levels: the Early Years (EY), the Primary Years Programme (PYP), the Middle Years Programme (MYP), and High School (HS). All members of the school community are expected to understand their respective roles and responsibilities in supporting effective assessment practices and student learning.

Mar Qardakh International School Mission and Vision Statement

Mission: Our mission is to empower students for life in the 21st century through a holistic and internationally minded education that nurtures inquiry, academic excellence, spiritual formation, leadership, and service.

Vision: To be a leading Catholic IB World School that inspires students to grow in faith, pursue excellence, and become compassionate leaders who positively impact their communities and the world.

2. Purpose of Assessment

At MQIS we view assessment as a powerful tool for supporting a holistic whole person education and development as we believe that assessment goes beyond measuring academic achievements. In alignment with the mission and philosophy of the International Baccalaureate (IB), teaching, learning, and assessment at MQIS are inquiry-based, inclusive, rigorous, developmentally appropriate, and designed to promote intercultural understanding and respect. Assessment therefore serves not only to measure student achievement, but also to provide meaningful feedback, inform teaching, encourage reflection and goal setting, recognize individual growth, and empower students to take increasing ownership of their learning.

3. Principles of Assessment

At MQIS we view assessment as an essential tool for learning. Through assessment we reflect our school's commitment to developing and educating the whole person socially, spiritually, intellectually and culturally. Assessment practices are designed to be fair, valid, purposeful, transparent, and supportive of student learning, and provides students with opportunities to demonstrate their knowledge, conceptual understanding, skills, and application of learning in a variety of ways. It is not limited to the measurement of academic achievement.

Our Principles of Assessments are:

- **Assessment is relevant and aligned:** All assessments are linked to the school curriculum and the learning objectives set at the beginning of the unit.

- **Assessment is valid and purposeful:** Assessments are designed to provide evidence of what students know, understand, and are able to do.
- **Assessment is holistic:** Assessment supports the development of the whole student and provides information that can guide continued growth.
- **Assessment is varied:** Teachers use a range of assessment tools and methods to provide different opportunities for students to demonstrate their learning.
- **Assessment supports feedback and action:** Teachers provide effective, constructive, and timely feedback that encourages students to reflect on their learning and take appropriate action.
- **Assessment is fair and inclusive:** Assessment practices are designed to provide equitable access and appropriate support for the diverse learning needs of students.
- **Assessment is reviewed for improvement:** Assessment practices are continually reviewed and refined by teachers and coordinators to support alignment with applicable IB requirements, school expectations, and the needs of learners.

4. Types of Assessment

Teachers at MQIS use a variety of assessment approaches to provide students with multiple and developmentally appropriate opportunities to demonstrate their knowledge, understanding, skills, and growth.

- **Formal and Informal Assessment:** Both formal and informal assessment are used to monitor student learning and progress. Informal assessment includes observations, questioning, discussions, and classwork that inform feedback and instruction. Formal assessment includes planned tasks such as tests, projects, presentations, performances, and examinations aligned with learning objectives or assessment criteria.
- **Pre-Assessment - *assessment for learning*:** Teachers use pre-assessment at the beginning of each unit to identify what students already know, understand, and can do. This information is used to determine appropriate next steps in teaching and learning.
- **Formative Assessment - *assessment for learning*:** Formative assessment is ongoing assessment interwoven within each unit. Formative assessment and teaching are directly linked; neither can function effectively or purposefully without the other. Formative assessment provides students and teachers with regular feedback regarding student understanding and use of knowledge, concepts and skills.
- **Summative Assessment - *assessment of learning*:** Summative assessment is an opportunity for students to demonstrate what has been learned throughout a unit. Summative assessments take place at the end of each unit and provide evidence of students' skills, knowledge and understanding, including one or more of the following: acquisition of data, synthesis of information, application of knowledge and processes.
- **Self-Assessment - *assessment as learning*:** Our school provides students with frequent opportunities to reflect on their own learning throughout their daily learning experiences. Students reflect on their progress across subject areas, as well as their development of the IB Learner Profile attributes. Self-assessment may include reflection on a unit, conceptual understanding, possible future inquiries, and/or individual pieces of work. This process provides students with opportunities to take ownership of their learning, identify areas for growth, and set meaningful goals.

- **Peer Assessment - *assessment as learning*:** Our school provides students with opportunities to reflect on their own learning and the learning of their peers through peer assessment. Peer assessment encourages students to provide constructive feedback, consider different perspectives, and use feedback to improve their own learning.
- **Portfolios:** Portfolios are used to document student progress over time. Students play an active role in building their portfolios and reflecting on their work in their portfolios. This helps students to see their progress over time and identify learning strengths and challenges. Portfolios also give parents the opportunity to see the continual learning progress of their children.

5. Assessment Strategies

Teachers at MQIS employ a variety of assessment strategies to gather evidence of student learning, monitor progress, and inform teaching and learning. These strategies include, but are not limited to, the following:

- **Observation:** Teachers regularly observe students to identify and document the growth, progress, strengths, and challenges of individual students, groups, and the class as a whole. Observations help teachers make informed decisions about instruction and provide appropriate support for student learning.
- **Performance-Based Assessment:** Performance-based assessments are tasks designed around specific learning goals and assessment criteria. These tasks may have more than one possible outcome and require students to apply multiple skills, demonstrate understanding, and engage in problem-solving in meaningful contexts.
- **Process-Based Assessment:** Process-based assessments focus on how students develop and apply particular skills throughout the learning process. Teachers may assess students' use of strategies, approaches, procedures, or skills as they work toward a final outcome.
- **Open-Ended Assessment:** Open-ended assessments require students to formulate and communicate an original response to a task or question. Responses may be expressed in a variety of ways, including oral or written responses, drawings, diagrams, charts, presentations, student-designed actions, investigations, or experiments.
- **Closed Assessment:** Closed assessments, such as tests, quizzes, and selected-response tasks, are used to assess student knowledge, understanding, and mastery of specific content or skills.
- **Student Reflection and Self-Assessment:** Students are provided with regular opportunities to reflect on their learning, progress, strengths, and areas for improvement. Reflection and self-assessment may take place during or at the end of a lesson, assessment, or unit and support students in becoming more reflective, independent, and responsible learners.

6. Types of Feedback

Feedback is an essential part of the teaching, learning, and assessment process at MQIS. Its purpose is to help students understand their progress, recognize strengths, identify areas for improvement, and determine appropriate next steps in learning. Feedback also provides teachers with information that can be used to adjust instruction, differentiate learning, and provide appropriate support or extension.

- **Verbal Feedback-** Immediate feedback provided during lessons, discussions, conferences, presentations, or learning activities.

- **Written Feedback-** Comments identifying strengths, areas for improvement, and next steps on student work and assessments.
- **Criterion- or Rubric-Based Feedback-**connected to established learning objectives, success criteria, rubrics, or IB assessment criteria.
- **Digital Feedback-** Written comments, achievement information, and assessment feedback communicated through ManageBac or other approved learning platforms.
- **Peer Feedback-**Structured opportunities for students to provide constructive feedback to one another using established criteria or teacher guidance.
- **Self-Assessment and Reflection-**Opportunities for students to evaluate their own learning, identify strengths and areas for growth, and set goals for improvement.
- **Teacher–Student Conferences-**Individual or small-group conversations that provide personalized feedback and support student reflection and goal setting.
- **Teacher–Parent Conferences** provide opportunities for teachers and parents/guardians to discuss student achievement, progress, strengths, areas for growth, and strategies for supporting continued learning at school and at home.
- **Written Reports-** Formal reports are provided to parents/guardians at designated points throughout the academic year. Reports communicate student achievement, progress, strengths, and areas for continued growth in accordance with the assessment and reporting practices of the student's programme or grade level.

7. Inclusive Assessment Practices

MQIS is committed to providing equitable, inclusive and accessible assessment opportunities for all students. Assessment practices recognize that students have diverse learning needs, strengths, abilities, and ways of demonstrating their learning. The purpose of inclusive assessment is to remove unnecessary barriers while maintaining appropriate learning expectations and providing each student with opportunities to demonstrate their skills, knowledge, and understanding.

Teachers work collaboratively with programme coordinators, learning support staff, students, and families to identify individual learning needs and determine suitable assessment support. Students requiring additional support are monitored throughout the academic year, and an Individualized Education Plan (IEP) may be developed, when needed, to identify learning goals, strategies, interventions, and assessment arrangements.

Students requiring additional learning support are monitored throughout the academic year. Teachers document relevant evidence of student progress and barriers to learning and collaborate with programme coordinators and learning support staff to determine appropriate support. An Individualized Education Plan (IEP) is developed in consultation with the student and family and identifies learning goals, strategies, accommodations or access arrangements, and, when necessary, modifications. The plan is reviewed regularly and adjusted in response to evidence of student progress and need.

Types of Assessment Accommodations, Access Arrangements, and Modifications

MQIS recognizes that some students may require accommodations, access arrangements, or modifications to assessment based on their individual learning needs. These supports are determined collaboratively by teachers, coordinators, learning support staff, and, where appropriate, parents and students, and should be documented in the student's Individualized Education Plan (IEP) or other relevant support plan.

Accommodations and Access Arrangements: These provide students with appropriate support to access and complete an assessment without changing the intended learning objectives or what is being assessed.

Depending on the individual needs of the student, these may include:

- Additional time to complete an assessment.
- Rest breaks during longer assessment tasks.
- Small-group or separate setting for assessments.
- Preferential seating or a reduced-distraction environment.
- Breaking instructions or tasks into smaller, manageable steps.
- Clarification or repetition of instructions, without providing assistance with the assessed content.
- Accessible formatting, such as enlarged text, increased spacing, or simplified visual presentation.
- Assistive technology or other approved learning tools.
- Alternative methods of response, such as oral, written, typed, or visual responses, when the method of response is not itself being assessed.
- Additional organizational support, such as checklists, task organizers, or structured templates.

Assessment Modifications: Modifications involve changes to the content, complexity, learning expectations, or assessment task and may therefore change what the student is expected to demonstrate. Modifications are made according to documented individual learning needs and may include:

- Reducing the complexity or amount of assessed content.
- Adjusting learning objectives or expected outcomes.
- Using modified questions or tasks appropriate to the student's learning level.
- Reducing the number of questions or components of an assessment.
- Providing an alternative assessment task aligned with individualized learning goals.
- Adjusting the level of independence or complexity expected from the student.

8. Roles and Responsibilities

Assessment is a shared responsibility among teachers, students, school leadership, coordinators, support staff, and parents/guardians. Each member of the school community contributes to ensuring that assessment is fair, consistent, transparent, inclusive, and supportive of student learning.

Teachers

Teachers are responsible for designing and implementing assessments that provide meaningful evidence of student learning and are aligned with the curriculum, learning objectives, and applicable programme requirements.

Teachers are expected to:

- design relevant, varied, accessible, and purposeful formative and summative assessments;
- clearly communicate learning objectives, assessment expectations, criteria, and deadlines to students;
- provide students with timely, constructive, and actionable feedback;

- use assessment evidence to identify student strengths, areas for growth, and next steps in teaching and learning;
- provide opportunities for student reflection and self-assessment;
- record and communicate assessment evidence and achievement through ManageBac and other established school systems;
- provide appropriate accommodations and access arrangements in accordance with the MQIS Inclusion Policy;

Students

Students are active participants in the assessment process and are expected to take increasing responsibility for their learning and progress.

Students are expected to:

- understand the purpose, expectations, criteria, and deadlines associated with assessment tasks;
- complete assessment tasks to the best of their ability and submit work by established deadlines;
- demonstrate academic integrity and submit work that authentically represents their own learning;
- seek clarification when assessment expectations or feedback are not understood;
- use teacher feedback to identify strengths and areas for improvement;
- participate actively in self-assessment, peer assessment, and reflection when appropriate;

Programme Coordinators and School Leadership

Programme coordinators and school leadership support the consistent implementation of the school's assessment practices and applicable programme requirements.

They are responsible for:

- ensuring that assessment practices align with the MQIS Assessment Policy and applicable IB requirements;
- supporting teachers in understanding and applying assessment expectations;
- facilitating collaborative planning, internal standardization, and professional development;
- monitoring assessment practices, criterion coverage, recording, reporting, and feedback;
- supporting consistency across subjects, grade levels, and classes;
- reviewing assessment evidence and practices to identify areas for school improvement; and
- ensuring that assessment policies and procedures are regularly reviewed and communicated to the school community.

Learning Development Staff

Learning Development staff collaborate with teachers, coordinators, students, and families to help ensure equitable access to assessment.

They support the school by:

- identifying and communicating relevant student learning needs;
- contributing to the development and review of IEPs or other documented support plans;
- recommending appropriate accommodations, access arrangements, interventions, or modifications;

- supporting teachers in implementing inclusive assessment practices; and
- monitoring and reviewing the effectiveness of student support.

Parents

Parents and guardians are important partners in supporting student learning and assessment.

They are encouraged to:

- remain informed about their child's progress through ManageBac, school reports, conferences, and other school communications;
- support students in meeting assessment expectations and deadlines while encouraging independence and responsibility;
- communicate relevant circumstances that may affect their child's participation or performance in assessment;
- encourage students to respond constructively to feedback and take responsibility for their learning; and
- communicate with teachers and the school when clarification or additional support is needed.

9. Programme-Specific Practices

I. Assessing, Recording, and Reporting in the Early Years

Assessing in the EY

Assessment in the EY at MQIS is embedded within children's play, interactions, exploration, and everyday experiences. Teachers provide students with developmentally appropriate opportunities to observe their interests, skills, knowledge, understanding, and development. In the EY, assessment focuses on the development of the whole child, including cognitive, social, physical, and emotional development.

Teachers use questioning, conversations, observations, play-based activities, sorting activities, drawings, picture prompts, storytelling, and other authentic learning experiences to gather evidence of student learning which is used to identify individual needs, provide appropriate support, guide planning, and determine next steps in learning.

Recording in the EY

Reporting is an essential part of the assessment process at MQIS. It serves as a communication tool that informs the school, students, and parents about student learning, development, progress, strengths, and areas for continued growth. Reporting is intended to foster reflection, partnership, transparency, and continuous improvement while remaining aligned with the school's mission and IB philosophy. In the EY, reporting is developmentally appropriate and draws on evidence gathered through observation, learning documentation, portfolios, conferences, and authentic learning experiences.

Reporting methods include:

- **Portfolios** provide a purposeful collection of the student's work and other evidence of learning collected over time. Evidence may include work samples, age-appropriate reflections, photographs, and learning experiences.

- **Learning documentation** may include photographs, work samples, observations, and other documentation used to capture children's learning processes, experiences, and development.
- **Reflection** - Children are provided with age-appropriate opportunities to reflect on their learning through conversations, drawings, sharing, and other developmentally appropriate forms of reflection.

Reporting in the EY

Reporting is a crucial and essential part of the assessment process at our school as we believe that reporting serves as a communication tool that informs the school, students, and parents about students' academic achievements, learning progress, and areas of improvement and growth. MQIS ensures that our reporting methods are designed to celebrate academic achievements, encourage student ownership by providing clear, accurate, and timely information about the student's academic, social, and personal development.

Reporting Methods include:

1. **Written reports** provide families with information about their child's learning, development, strengths, and areas for continued growth.
2. **Portfolios and reflection sheets** may be shared with families as evidence of children's learning and development over time.
3. **Celebration of Learning** - Students share their learning through age-appropriate exhibitions, projects, presentations, and other learning experiences with their families and wider learning community.

Feedback in the EY

Feedback in the Early Years is primarily provided through ongoing interactions between teachers and children during play and learning experiences. Teachers use questioning, conversations, encouragement, guidance, and other age-appropriate forms of feedback to support children's learning and development. Teachers also communicate regularly with families regarding children's progress, strengths, areas for development, and learning needs.

II. Assessing, Recording, and Reporting Methods in the Primary Years

Assessing in the PYP

At MQIS, assessment in the PYP is considered integral to the teaching and learning process. Assessment supports students' growth, reflection, and responsibility for learning. Students are guided to understand what they are learning, why they are learning it, and how they can improve their knowledge and skills.

Teachers use a range of assessment experiences to gather evidence of students' knowledge, conceptual understanding, skills, application of learning, Approaches to Learning skills, and development of Learner Profile attributes. Assessment evidence is used to inform planning, differentiate instruction, provide feedback, and determine appropriate next steps.

The PYP Exhibition, held in the final year of the programme, provides students with an extended inquiry through which they demonstrate their knowledge, conceptual understanding, Approaches to Learning

skills, agency, communication, collaboration, and action. Evidence gathered throughout the Exhibition contributes to the assessment of student learning.

Recording Methods in the PYP

Teachers use a variety of tools to document and monitor student learning and progress. These tools support consistency and transparency in assessment practices and help teachers identify strengths, areas for development, and appropriate next steps.

Recording methods include:

- **Rubrics:** Identify criteria and performance levels for specific tasks or learning experiences. Clear descriptors help students understand expectations and reflect on the quality of their work.
- **Checklists:** Identify specific criteria, steps, skills, or elements within a learning task and support students and teachers in monitoring progress.
- **Anecdotal records:** Document significant observations related to students' learning, skills, behaviors, interests, interactions, and challenges. These records help teachers track progress over time and determine next steps.
- **Journals and reflection sheets:** Provide opportunities for students to reflect on their learning, identify strengths and areas for development, set goals, and consider next steps. Teachers may also use these reflections as evidence of ongoing learning.
- **Portfolios:** Provide a purposeful collection of student work and other evidence of learning over time. They may include work samples, projects, reflections, assessments, photographs, and other evidence that demonstrates student growth and development.
- **Progress monitoring documentation:** When students require additional support, teachers document areas of need, strategies and support provided, evidence of progress, and next steps.

Reporting in the PYP

Reporting at MQIS supports communication and partnership among students, families, teachers, and the wider learning community. It provides information about students' academic learning, development, progress, strengths, and areas for continued growth.

Reporting Methods include:

- **Conferences:** Throughout the academic year, MQIS conducts three conferences, two of which are student-led parent meetings. These conferences provide an opportunity for students to take an active role in sharing and reflecting on their learning and progress with their parents and teachers. Students will usually use their portfolios, journals, work samples, and posters to discuss their progress and explain how they have developed over time.
- **PYP Exhibition:** The PYP exhibition is held in the final year of the PYP as a culmination of skills developed and knowledge gained throughout the years. Students engage in an extended inquiry that provides opportunities to demonstrate their knowledge, conceptual understanding, Approaches to Learning skills, agency, communication, and action. Evidence gathered throughout the exhibition contributes to the assessment of student learning and provides students with an opportunity to demonstrate their ability to apply the inquiry process in an authentic context.
- **Report Cards:** The school issues formal report cards twice each academic year. Report cards provide a summary of students' progress in all subjects and include comments about students' academic and personal

development, as well as relevant Learner Profile attributes and Approaches to Learning (ATL) skills. Where required for school or Kurdistan Ministry of Education reporting, achievement is also reported using the approved 100-point scale. A score of 60 or above out of 100 is considered passing where the 100-point scale applies.

- **Progress Report Cards (Progress Monitoring):** When students require additional support, teachers document areas of need, strategies and support provided, evidence of progress and next steps. This documentation is used as needed throughout the year to monitor development and communicate progress with families.
- **Journals and Reflection Sheets:** Journals help students keep track of goals, summarize understanding, plan next steps, and reflect on progress. Teachers may use student journals and reflection sheets as evidence within the ongoing formative assessment process. These tools are intended to strengthen student agency, reflection, and responsibility for learning.

Feedback in the PYP

Students receive regular oral and written feedback as part of the ongoing teaching and learning process. Feedback is based on evidence gathered through assessment and is used to help students recognize their strengths, understand areas for development, and identify appropriate next steps.

Feedback may include teacher feedback, peer feedback, self-reflection, conferences, written comments, rubrics, and other age-appropriate methods. Teachers use feedback to adjust instruction, provide additional support or extension, and guide students toward greater responsibility and ownership of their learning.

Parents are also provided with opportunities to receive additional feedback regarding their child's progress throughout the year. In addition to scheduled conferences and written reports, parents may contact the school and make an appointment to discuss their child's learning and development.

III. Assessing, Recording, and Reporting Methods in the Middle Years

MQIS uses assessment, recording, and reporting practices in the Middle Years that support student learning, provide meaningful feedback, document student achievement, and communicate progress to students and parents. Students in the Middle Years are assessed through two distinct assessment frameworks. Subjects that are not assessed using MYP subject-group criteria are assessed according to the applicable curriculum standards, learning objectives, school assessment procedures, and requirements of the Ministry of Education. MYP subjects are assessed in accordance with the objectives, assessment criteria, strands, and achievement-level descriptors established for each MYP subject group.

Assessing Non-IB Subjects

Subjects that are not assessed using MYP subject-group criteria are assessed according to the applicable curriculum standards, learning objectives, and local assessment requirements. These subjects include Religion, Civics, Human Rights, Social Studies, and Kurdish Language Acquisition.

Assessment in these subjects provides students with opportunities to demonstrate their knowledge, understanding, and skills in relation to the required curriculum. Teachers use ongoing classroom assessment and formal assessment tasks to monitor student progress, provide feedback, and determine achievement. Assessment methods may include classwork, written assessments, projects, presentations, assignments, participation, midterm assessments, final assessments, and other tasks appropriate to the subject and its learning objectives.

Student achievement in these subjects is recorded using the applicable 100-point grading scale, with a score of 60 or above considered passing. The semester grade is structured as follows:

- **10 points – Participation/Coursework before the Midterm Assessment**
- **20 points – Midterm Assessment**
- **10 points – Participation/Coursework after the Midterm Assessment**
- **60 points – Final Assessment**
- **Total: 100 points**

Non-IB subjects are assessed and reported independently from MYP criterion-related assessment and do not use MYP subject-group criteria or achievement-level descriptors to determine student achievement.

Assessing in the MYP

Assessment in MYP subjects provides students with meaningful opportunities to demonstrate their knowledge, conceptual understanding, and skills. Assessment tasks are aligned, as appropriate, with the content, concepts, skills, statement of inquiry, intended learning outcomes, and MYP objectives of the unit. Assessment tasks may include written assessments, investigations, projects, presentations, performances, practical work, portfolios, discussions, reflections, and other authentic demonstrations of learning appropriate to the subject and intended learning outcomes. Assessment also supports the development of IB Learner Profile attributes, Approaches to Learning (ATL) skills, intercultural understanding, international-mindedness, and engagement with learning through global contexts. While these elements are not all directly assessed through MYP subject-group criteria, they are intentionally embedded within teaching and learning and contribute to students' development as reflective, responsible, and increasingly independent learners.

At MQIS, each MYP subject is organized into six units of study per academic year, with three units taught during the first semester and three units taught during the second semester. Throughout each unit, students engage in ongoing formative assessment opportunities that allow them to practise and develop their knowledge, conceptual understanding, and skills; receive feedback; reflect on their progress; and prepare for summative assessment. Each unit culminates in an appropriate summative assessment task or tasks aligned with the MYP objectives, assessment criteria, and strands identified in the unit planner. Student achievement in MYP subjects is determined through criterion-related assessment using the applicable MYP subject-group criteria and achievement-level descriptors.

MYP Personal Project Assessment

All MYP 5 students are required to complete the MYP Personal Project as the culminating independent project of the Middle Years Programme. The Personal Project provides students with an opportunity to pursue a personal learning goal based on their interests while applying and demonstrating the approaches to learning (ATL) skills developed throughout the MYP.

Throughout the Personal Project process, students establish a learning goal and intended product, develop and follow an action plan, apply relevant ATL skills, document their process and evidence, and reflect on the impact of the project and their learning. Students are assessed according to the Personal Project objectives and assessment criteria established by the IB:

- **Criterion A: Planning**

- **Criterion B: Applying Skills**
- **Criterion C: Reflecting**

The Personal Project is assessed using the applicable IB Personal Project criteria and achievement-level descriptors. Student achievement is determined through criterion-related assessment in accordance with MYP assessment principles and the requirements outlined in the current IB Personal Project Guide. Following the school's assessment and internal standardization process, Personal Project results and required materials are submitted to the IB in accordance with IB procedures for external moderation. The IB reviews the submitted work and assessment to ensure that the application of the Personal Project criteria is consistent with established IB standards. Following this process, the IB issues the final externally validated Personal Project grade. Additional information regarding Personal Project expectations, supervision, timelines, academic integrity, assessment, standardization, submission procedures, and student responsibilities is provided in the MQIS Personal Project Handbook.

MYP Assessment Criteria A-D

Student achievement in MYP subjects is evaluated using subject-specific assessment criteria. MYP subject groups generally use four criteria, identified as Criteria A, B, C, and D, with each criterion having a maximum achievement level of 8. The meaning and focus of Criteria A–D differ according to the subject group.

Teachers therefore assess students using the criteria and strands prescribed in the relevant MYP subject guide. Teachers design assessment tasks using one or more assessment strategies and ensure that the task provides appropriate evidence for the criteria and strands being assessed. All criterion-related summative tasks are assessed using the objectives, criteria, achievement level descriptors, and subject-specific guidance contained in the relevant MYP subject guide.

Students are provided with multiple opportunities throughout the academic year to demonstrate achievement against the subject-group criteria. Each criterion and its strands are assessed through appropriate assessment tasks across the programme, with MQIS ensuring that each criterion is formally assessed at least once in each semester.

Subject group	MYP criteria
Language & Literature	• A Analysing • B Organizing • C Producing text • D Using language
Language Acquisition	• A Listening • B Reading • C Speaking • D Writing
Individuals & Societies	• A Knowing & understanding • B Investigating • C Communicating • D Thinking critically
Sciences	• A Knowing & understanding • B Inquiring & designing • C Processing & evaluating • D Reflecting on impacts of science
Mathematics	• A Knowing & understanding • B Investigating patterns • C Communicating • D Applying mathematics in real-world contexts
Arts	• A Investigating • B Developing • C Creating/performing • D Evaluating
PHE	• A Knowing & understanding • B Planning for performance • C Applying & performing • D Reflecting & improving performance
Design	• A Inquiring & analysing • B Developing ideas • C Creating the solution • D Evaluating

MYP Assessment Criteria Across Years 1–5

MYP subject-group guides provide published objectives and assessment criteria at specified stages of the programme, commonly Years 1, 3, and 5. At MQIS, teachers use these published criteria and subject-group guidance to plan a developmentally appropriate progression of expectations across MYP Years 1–5. The school's approach for MYP Years 2 and 4 is designed to provide a structured transition between the published criterion levels and is communicated through unit planning and assessment tasks.

MQIS applies the MYP assessment criteria as follows:

- **MYP Year 1:** Students are assessed using the published MYP Year 1 assessment criteria and achievement-level descriptors throughout the academic year.
- **MYP Year 2:** During the first semester, students are assessed using the published MYP Year 1 criteria and achievement-level descriptors. During the second semester, students transition to the published MYP Year 3 criteria and achievement-level descriptors. This progression supports students in preparing for the expectations of MYP Year 3.
- **MYP Year 3:** Students are assessed using the published MYP Year 3 assessment criteria and achievement-level descriptors throughout the academic year.
- **MYP Year 4:** During the first semester, students are assessed using the published MYP Year 3 criteria and achievement-level descriptors. During the second semester, students transition to the published MYP Year 5 criteria and achievement-level descriptors. This progression supports students in preparing for the expectations of MYP Year 5.
- **MYP Year 5:** Students are assessed using the published MYP Year 5 assessment criteria and achievement-level descriptors throughout the academic year.

Teachers ensure that assessment tasks are developmentally appropriate while remaining aligned with the objectives, criteria, strands, and achievement-level descriptors established in the relevant MYP subject-group guide. The progressive use of criteria in MYP Years 2 and 4 provides students with a structured transition toward the expectations of the next published MYP assessment criteria.

Internal Standardization and Moderation

Internal standardization is an integral part of assessment at MQIS. Its purpose is to develop a shared understanding of MYP assessment criteria and promote consistency, fairness, and reliability in teacher judgments. Teachers collaborate to discuss assessment expectations, review assessment task design, examine samples of student work, and compare their application of the MYP criteria, strands, and achievement-level descriptors. This collaborative process supports a consistent understanding and application of MYP assessment expectations across subjects and classes. Where appropriate, the MYP Coordinator, subject leader, or designated teacher may review samples of assessed student work, typically examples demonstrating high, middle, and lower levels of achievement, as part of the school's internal standardization and moderation process. These practices support consistent and evidence-based judgments and help ensure that achievement levels are awarded fairly and consistently across teachers and classes.

Best-Fit Approach and Professional Judgment

MYP assessment uses a best-fit approach when determining a student's achievement level for a criterion. Teachers examine the evidence demonstrated in a student's work throughout the unit and compare it with

the relevant criterion achievement level descriptors. The teacher uses professional judgment to determine which descriptor most appropriately represents the student's overall performance. Students are not required to demonstrate every aspect of a descriptor perfectly for an achievement level to be awarded. Likewise, achievement levels are not determined by mathematically averaging individual strand scores. Professional judgment is informed by the quality, consistency, and sufficiency of the evidence demonstrated by the student and is supported through collaborative planning, standardization, and moderation practices.

MYP Unit Grades

MQIS reports MYP student achievement through both MYP criterion-related assessment and the school's local grading system. For local reporting purposes, individual MYP criterion achievement levels (0–8) are converted using the IB MYP–Local Point Conversion Scale. This conversion is applied to individual criterion achievement levels and is separate from the process used to determine the final MYP 1–7 subject grade.

Criteria Achievement Level	Local Point Scale
8	100
7	95–99
6	90–94
5	80–89
4	70–79
3	60–69
2	31–59
1	1–30
0	0

Unit Grade Calculation

For MYP subjects, summative assessment evidence provides the primary basis for determining the school percentage grade. Unless otherwise specified, each unit grade is calculated using the following weighting:

80% – Unit Summative Assessment(s)
20% – Homework and Participation

When a unit also includes a major project, the calculated unit grade above accounts for 50% of the overall unit grade, while the major project accounts for the remaining 50%. Therefore, for units that include a major project, the overall unit grade is calculated as follows:

50% – Major Project
40% – Unit Summative Assessment
10% – Homework and Participation

Important: The MQIS local conversion scale applies to individual MYP criterion achievement levels (0–8). It is not used to convert the final MYP 1–7 subject grade into a percentage. The MYP 1–7 grade is determined separately according to MYP assessment procedures and applicable grade boundaries.

This weighting maintains the school's standard 80% summative assessment and 20% homework and participation calculation within the non-project portion of the unit grade while giving the major project equal weight in the overall unit grade.

Semester Percentage Grade for MYP Subjects

At the end of each semester, the percentage grades earned across all completed units are combined and averaged according to the school's established grading procedures to determine the student's final semester percentage grade for school and Ministry reporting purposes. The school percentage grade is maintained separately from MYP criterion-related achievement. Percentage grades are not used to

determine MYP criterion achievement levels, and the final MYP 1–7 subject grade is not directly converted into a percentage.

Final MYP Criterion Achievement Levels and MYP 1–7 Grade

At the end of the academic year, teachers determine a final achievement level for each applicable MYP subject-group criterion using the best-fit approach and the body of assessment evidence collected throughout the reporting period. Once the final achievement level for each criterion has been determined, the criterion levels are added together. For MYP subject groups with four criteria—Criteria A, B, C, and D—each criterion has a maximum achievement level of 8, resulting in a maximum criterion total of 32. The total of the final criterion achievement levels is then compared with the applicable MYP grade boundaries to determine the student’s final MYP subject grade on the 1–7 scale.

The final MYP 1–7 grade represents the student’s overall demonstrated achievement in relation to the MYP subject-group objectives and assessment criteria. It is not calculated by averaging percentage grades or individual assessment scores, and the final MYP 1–7 grade is not directly converted into a percentage. The general grade descriptors do not replace the subject-specific assessment criteria, strands, and achievement-level descriptors used by teachers to assess student work and determine criterion achievement levels.

Grade	Boundary Guidelines	Descriptor
1	1-5	Minimal achievement in terms of the objectives.
2	6-9	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.
3	10-14	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
4	15-18	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
5	19-23	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
6	24-27	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
7	28-32	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.

Note: All descriptors are taken directly from the MYP Coordinator’s Handbook

Final End-of-Year Percentage Grade

At the end of the second semester, the student’s final percentage grades from Semester 1 and Semester 2 are combined to determine the final end-of-year percentage grade for each subject:

$$\text{Final End-of-Year Grade} = (\text{Semester 1 Grade} + \text{Semester 2 Grade}) \div 2$$

A student must achieve a final end-of-year grade of 60 out of 100 or higher to successfully pass a subject.

Grade Point Average (GPA)

Beginning in MYP 4, MQIS calculates a student's Grade Point Average (GPA) for official school records and applicable Kurdistan Ministry of Education reporting purposes. Grades earned from MYP 4 onward contribute to the student's cumulative GPA in accordance with the school's approved GPA calculation procedures and applicable Ministry requirements.

The GPA is calculated using the grades recognized for local school and Ministry reporting and is maintained separately from the IB MYP criterion-related assessment system. MYP criterion achievement levels and final MYP 1–7 subject grades are determined according to MYP assessment principles and are not calculated from a student's GPA.

Students and parents are informed that academic performance beginning in MYP 4 contributes to the student's cumulative secondary-school academic record. MQIS therefore encourages students to understand the importance of maintaining consistent academic achievement from MYP 4 onward.

Recording in the MYP

MQIS maintains accurate, current, and systematic records of student achievement and progress throughout the academic year. ManageBac is the primary platform used to record, monitor, and communicate MYP assessment information at the school. Teachers record relevant formative and summative assessment information, including criterion-related achievement levels, teacher feedback, missing or incomplete work, and other appropriate evidence of student learning. For summative assessments, teachers record achievement against the relevant MYP criteria and strands, allowing student performance across Criteria A, B, C, and D to be monitored throughout the academic year. Assessment results, criterion achievement levels, and feedback should normally be entered into the ManageBac Gradebook within one week of the assessment, unless additional time is required due to the nature or complexity of the task or has otherwise been approved.

Teachers and the MYP Coordinator use recorded assessment information to identify patterns in student performance, monitor academic progress, and determine when additional intervention, support, or extension may be appropriate. Assessment records also provide evidence to support communication among teachers, students, parents, and school leadership.

Students and parents are encouraged to review ManageBac regularly to monitor:

- assessment tasks and submission deadlines;
- criteria and strands being assessed;
- criterion-related achievement levels;
- teacher feedback;
- missing or incomplete work; and
- patterns of progress and areas for continued development.

Feedback

Feedback is an essential component of the assessment process and is intended to help students understand their current achievement and identify appropriate next steps for learning. Teachers provide students with

timely, specific, and constructive verbal and/or written feedback on formative and summative assessments. Feedback identifies strengths, areas for improvement, and appropriate next steps and, where applicable, is connected to the relevant learning objectives, MYP criteria, and strands. Formative feedback is used to guide learning before summative assessment and provides students with opportunities to improve their knowledge, conceptual understanding, and skills. Summative feedback helps students understand their demonstrated level of achievement and identify areas for continued development in subsequent learning.

Feedback may be provided directly to students during instruction, through conferences or discussions, on student work, or electronically through ManageBac or other school-approved platforms. Students are expected to actively engage with the feedback they receive, reflect on their progress, and apply feedback to subsequent learning and assessment tasks. Student self-assessment and reflection are incorporated, where appropriate, to help students identify their own strengths, areas for growth, and next steps and to develop greater responsibility, independence, and ownership of their learning.

Academic Progress Reports and Parent Communication

MQIS monitors student academic progress throughout each semester to identify concerns early, communicate with families, and provide appropriate support and intervention.

Progress Reports – First Semester

Following the first unit assessment, MQIS reviews student academic progress. A General Progress Report may be issued for students who are currently failing one or more subjects. The report provides families with an overview of the student's current achievement and includes teacher feedback, identified strengths, areas for improvement, and any academic concerns that may be affecting progress.

Once the first unit has been completed, assessed, and graded, parents are invited to a Parent–Teacher Meet and Greet. By this point in the semester, teachers have had an opportunity to become familiar with their students, observe their learning habits and participation, and gather initial assessment evidence. The meeting provides the first formal opportunity for parents to meet with teachers and receive individualized verbal feedback regarding their child's academic progress, strengths, areas for development, and adjustment to the academic year.

During the Parent–Teacher Meet and Greet, General Progress Reports are distributed to the parents of students for whom a report has been prepared. Teachers discuss identified concerns, clarify academic expectations, and communicate recommended next steps or support strategies. This early communication enables the school, student, and family to work collaboratively to address concerns and provide timely academic support.

Following the second unit assessment, student progress is reviewed again. An additional progress report may be issued for students who continue to fail one or more subjects, have newly identified academic concerns, or demonstrate performance indicating that further intervention may be necessary. This report includes the student's current grade in the subject(s) of concern and relevant teacher feedback.

Progress Reports – Second Semester

The academic progress monitoring process continues during the second semester, with consideration given to both the student's first-semester achievement and current academic performance.

Following the first and second unit assessments, progress reports may be prepared for students who:

- did not successfully pass one or more subjects during the first semester;
- are currently failing one or more subjects during the second semester; or
- demonstrate academic performance indicating that they may require additional support or intervention.

Parents of identified students are informed of the subject area(s) of concern and the student's current academic standing. Where appropriate, parents may be invited to meet with the MYP Coordinator to review progress, discuss previous and current interventions, and establish appropriate next steps.

School Report Cards

MQIS semester report cards provide students and families with a comprehensive record of student achievement for each reporting period. Because MQIS operates within both local educational requirements and the MYP framework, student achievement is reported through two distinct but complementary systems:

1. MYP criterion-related achievement, based on the prescribed MYP subject-group criteria and achievement-level descriptors; and
2. School and Ministry percentage grades, reported on a 100-point scale in accordance with school and applicable Ministry requirements.

For MYP criterion-related reporting, teachers review the available body of assessment evidence and apply the MYP best-fit approach to determine the achievement level that most accurately represents the student's demonstrated achievement for each applicable criterion.

These two reporting systems are maintained separately and serve different purposes. Percentage grades are not converted into MYP criterion achievement levels, and MYP criterion achievement levels are not determined by averaging percentage grades.

Retake Examinations and Promotion

In accordance with applicable Ministry of Education regulations, students who do not achieve the required passing grade may be provided an opportunity to complete a retake examination. Students who receive a final end-of-year grade below 60% in one or two subjects may be eligible to retake the required examination(s) in those subjects in accordance with Ministry regulations. The result of the retake examination and the student's subsequent promotion status. Students who do not meet the passing requirements in three or more subjects are required to repeat the academic year. MQIS applies all retake, promotion, and grade-level repetition requirements in accordance with the current regulations established by the relevant Ministry of Education.

MYP Promotion Criteria

MQIS is committed to supporting students in successfully progressing from one MYP year to the next. Promotion decisions are based on a holistic review of each student's academic achievement, engagement in learning, completion of required coursework, and readiness to meet the expectations of the next grade level. Promotion is not determined solely by a student's MYP 1–7 grade. MQIS considers both the

student's achievement within the MYP assessment framework and the applicable requirements of the Kurdistan Ministry of Education.

Criteria for Promotion

To be promoted to the next grade level, students are generally expected to:

- Meet the school and applicable Kurdistan Ministry of Education passing requirements, including achieving a passing grade of 60 or above on the 100-point Ministry reporting scale, where applicable.
- Demonstrate satisfactory progress toward the objectives and assessment criteria of their MYP subjects with a minimum of a 3 on the 1–7 scale in every MYP subject.
- Complete required summative assessments and provide sufficient evidence for teachers to determine achievement against the applicable MYP criteria.
- Meet school attendance requirements and maintain sufficient attendance to provide appropriate evidence of learning and achievement.
- Complete required academic interventions, make-up assessments, summer work, or other support requirements when assigned by the school.
- In MYP 5, fulfill the school's requirements related to participation in and completion of the MYP Personal Project.

Final Promotion Decisions

At the end of the academic year, the school reviews the student's overall academic record and determines whether the student has demonstrated sufficient achievement and readiness to progress to the next grade level. When a student has not met one or more promotion requirements, the school administration reviews the individual circumstances and available evidence before determining the appropriate next steps. Decisions may include promotion, conditional promotion with required academic support, completion of additional academic requirements, or retention, in accordance with school policy and applicable Ministry requirements. Promotion decisions are communicated formally to students and parents and are documented in the student's academic record.

MYP 5 Completion and Transition to High School

For students completing MYP 5, the school reviews successful completion of the academic year, applicable Ministry requirements, MYP subject achievement, and Personal Project requirements when determining successful completion of the school's MYP programme and progression to the next stage of secondary education.

IV. Assessing, Recording, and Reporting Methods in High School

Assessment in High School

Assessment in High School (HS) MQIS is designed to measure student achievement, support continued academic growth, and prepare students for graduation, post-secondary education, and applicable external examinations. High School students are assessed on their knowledge, understanding, skills, and application of the curriculum through a combination of formative and summative assessment. As students progress through High School, assessment also supports preparation for external examinations, including

Advanced Placement (AP) examinations and the SAT, where applicable. Teachers use assessment evidence to identify student strengths and areas for improvement and to provide timely feedback. Student progress is monitored throughout the academic year and communicated to students, parents, and the school administration. When academic or behavioral concerns arise, parents may be invited to meet with teachers, counselors, coordinators, or administrators to discuss appropriate support and next steps.

Formative Assessment

Formative assessment is used throughout the learning process to monitor student understanding and guide teaching and learning. Formative assessment provides students with opportunities to practice skills, identify areas requiring further development, and respond to teacher feedback before major summative assessments. Teachers may provide oral or written feedback and use assessment results to adjust instruction, provide intervention, or offer additional academic support.

Summative Assessment

Summative assessments are used to evaluate student achievement after a significant period of learning. These assessments may occur at the end of a unit, instructional period, semester, or course and are aligned with the intended learning objectives and course expectations. Summative assessments may include written examinations, projects, investigations, presentations, laboratory work, essays, performances, or other appropriate demonstrations of learning.

Midterm and Final Examinations

High School students on the AP track, complete midterm and final examinations in accordance with the school assessment calendar and course requirements. Midterm and final examinations provide students with an opportunity to demonstrate cumulative knowledge, understanding, and skills developed across multiple units of study. These assessments also provide experience with cumulative examination formats and support students in developing the study, time-management, and test-taking skills required for future external examinations. Teachers review assessment results to identify areas of strength and areas requiring further development and provide appropriate feedback and academic support.

External Assessment

MQIS provides students with access to internationally recognized external examinations as part of its college and university preparation programme. These include AP examinations and the SAT, as applicable. MQIS serves as an authorized testing location for applicable external examinations and administers these examinations according to the requirements, procedures, security standards, and testing regulations established by the relevant examination organization. External examination results are maintained separately from internally determined course grades unless otherwise specified by school policy or applicable Ministry requirements. Students and families receive guidance regarding external examination requirements, registration procedures, graduation expectations, and the potential use of AP and SAT results for university admission and applicable Ministry or higher-education requirements.

Reporting Student Achievement

Reporting is an ongoing process designed to communicate student achievement, progress, strengths, and areas for development to students and families. Students receive regular oral and written feedback based

on formative and summative assessment evidence. Teachers communicate academic progress through school-approved reporting systems, written reports, conferences, and direct communication with students and parents. Formal parent–teacher conferences provide opportunities to discuss student achievement, learning behaviors, academic concerns, and strategies for continued improvement. Parents may also request meetings with teachers or school administration when additional information or support is needed.

Written Reports

MQIS issues formal High School report cards twice each academic year, at the end of each semester. In accordance with applicable Kurdistan Ministry of Education reporting requirements, student achievement is reported using the school’s approved 100-point scale. A grade of 60 out of 100 or above is considered passing, subject to applicable school and Ministry requirements. Report cards provide students and parents with a formal record of academic achievement and may include course grades, teacher comments, GPA information, and other relevant indicators of student progress.

Grade Point Average (GPA)

MQIS calculates a student’s Grade Point Average (GPA) as part of the student’s secondary-school academic record. GPA calculation begins in MYP 4 and continues throughout the student’s remaining years of secondary education. The GPA is calculated according to the school’s approved GPA procedures and takes into consideration applicable factors such as course credit, final course grade, and course weighting. Courses designated by the school as weighted courses, including applicable AP courses, may receive additional weight in accordance with the MQIS GPA calculation system. The cumulative GPA provides a record of a student’s academic performance across eligible secondary-school courses and may be used for transcripts, graduation records, academic recognition, and college or university applications.

Letter Grade	Percent grade	4.0 Scale
A+	97-100	4.0
A	93-96	3.9
A-	90-92	3.7
B+	87-89	3.5
B	83-86	3.3
B-	80-82	3.0
C+	77-79	2.7
C	73-76	2.5
C-	70-72	2.0
D+	67-69	1.7
D	65-66	1.3
E	60	1.0
F	Below 60	0.0

National and Local Requirements

MQIS ensures that its High School assessment, reporting, graduation, and external examination practices are implemented in accordance with applicable school requirements and current Kurdistan Ministry of Education regulations. Where Ministry requirements apply to graduation, external examinations, course

completion, or recognition of international qualifications, students and parents are informed of the applicable requirements and procedures.

High School Promotion Criteria

Promotion from one High School grade level to the next is based on a review of the student's overall academic record and fulfillment of school and applicable Ministry requirements.

Students are generally expected to:

- Achieve a passing grade of 60 or above in required courses, where the Ministry 100-point scale applies.
- Successfully complete required courses and earn the applicable course credits, including a minimum of 800 on the SAT, a minimum of 400 in English and 400 in Math.
- Complete required midterm, final, and other major assessments.
- Maintain sufficient attendance in accordance with the MQIS HS Attendance Policy.
- Complete any required academic intervention, make-up work, reassessment, credit recovery, or summer requirements assigned by the school.
- Demonstrate sufficient academic progress and readiness for the expectations of the next grade level.

Students who are at risk of not meeting promotion requirements are identified as early as possible. The school communicates concerns with students and parents and may implement academic interventions, progress monitoring, tutoring, make-up requirements, credit recovery, or other appropriate support. Final promotion decisions are made following a review of the student's academic record, earned credits, attendance, and applicable school and Ministry requirements. When necessary, the school administration may determine that a student is promoted, conditionally promoted with academic requirements, required to complete additional coursework or credit recovery, or retained.

High School Graduation Requirements

To be eligible for graduation from MQIS, students must successfully complete the academic programme and satisfy all MQIS graduation requirements and applicable Kurdistan Ministry of Education requirements. Graduation requirements may include successful completion of required courses and credits, fulfillment of attendance requirements, completion of required internal assessments, and participation in or completion of applicable external examination requirements. Specific graduation requirements, including required credits, external examinations, and other conditions for graduation, are communicated to students and parents and are outlined in the appropriate MQIS graduation guidance and school policies.

Appendix I: Glossary

Anecdotal records: Brief written notes based on observations of students.

Benchmarks: A standard against which student work is judged. Generally there is one benchmark for each achievement level in a rubric.

Central Ideas: Conceptual ideas, linked to knowledge, attitudes, and action, around which a PYP school's curriculum is structured.

Conferences: A meeting between parents of a student and representatives of the school, with or without the student present.

Checklists: Lists of information, data, attributes or elements that should be present.

Continuums: Visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.

Differentiation: Taking the variety of learning styles, expression styles, interests and abilities of the students into account when planning lessons, learning engagements and assessments.

Essential Elements: The five essential elements of the PYP are knowledge, skills, concepts, attitudes, and actions. A balance of these elements forms the PYP curriculum.

Exemplars: Samples of students' work that serve as concrete standards against which other samples are judged.

Expression Style: The way a student prefers to demonstrate learning, for example, through a written report, an oral presentation, an artistic work, or a service project.

Formative assessment: Assessment tasks which provide insight into students's understanding during the course of a unit.

Inquiry: An approach to teaching and learning that emphasises the active construction of meaning through questioning, inquiring, and research.

Learner Profile: A set of ten attributes selected by the IBO as defining international-mindedness and central to its mission and philosophy.

Learning style: The way a student learns best or most naturally, for example, through listening, visual aids, reading, hands-on activities or discussion.

Pre-assessment: Assessment tasks given at the beginning of a unit which allow the teacher to find out what students know and can do in order to plan the unit.

Renzulli Learning: An online learning platform comprising a database of online educational resources and a resource for differentiated instruction and research.

Rubric: An established set of criteria for evaluating students in all areas. It has descriptors which tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale.

School community: All persons or groups with an interest in the school, including students, parents, teachers, administrators, and governing body.

Student portfolios: A record of students' involvement in learning which is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection. It provides a picture of each student's progress and development over a period of time.

Summative assessment: Assessment tasks which demonstrate students' understanding of the central idea or guiding question of a unit; reveals the *sum* of the students' understanding of the topic.

Approved by:

Archbishop Bashar Matti Warda

Mar Qardakh International School Governor

Date: / /

Hala Warda

Head of School

Date: / /