



ASSESSMENT POLICY

January 2026

**KING ABDULAZIZ SCHOOLS
INTERNATIONAL SYSTEM**

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Introduction

The idea to start an international stream at King Abdulaziz Schools (KAS) was prompted by the owner's quest to build a school that provides quality education for the community of Madinah. The board members were keen on having an educational program that centers on research, inquiry, and lifelong learning.

The school started implementing the IB programmes in 2014. Spurred by the idea of being the first Primary Years Programme (PYP) school in the city of Madinah with English as the language of instruction, all stakeholders worked with this end in mind to reach this goal. Thanks to all stakeholders' support, the school gained a good reputation within the community and began growing gradually. We became a PYP authorized school in 2017, in 2020 KAS was authorized for the IB Middle Years Programme (MYP) and in 2021 the school became the first school in Madinah to offer in conjunction the three IB programs (PYP, MYP & DP) and accredited by Cognia, a nonprofit organization that provides quality assurance for schools.

KAS Philosophy

KAS is a non-profit organization that believes that education aims to foster the child's development as a whole person. We believe students should be encouraged to think critically, creatively, become autonomous learners, and exploit their academic and personal potential. We want students to be productive in their lives, appreciate and respect different cultures, and feel responsible by serving their own country and the world.

We believe learners bring their strengths and uniqueness to the classroom. Our teachers strive to cultivate learning partnerships with our learners. KAS believes that teaching is about empowering learners to take responsibility for their learning, inspiring courage to grow intellectually, cultivating curiosity, providing opportunities for developing relationships, clarifying values, uplifting the spirit and igniting action.

Our rigorous assessments aim to discover what our learners know and have learned at different learning stages. We believe that effective assessments cover the acquisition of knowledge, understanding of concepts, mastering skills, developing important learning attributes, and encouraging the initiative to act.

Our school aims to prepare young minds to become leaders who meet the global challenges of the 21st century and grow to become internationally minded individuals that push for positive change in the world.

IB Mission Statement

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural

understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging international education programs and rigorous assessment. These programs encourage students worldwide to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.”

KAS Mission Statement

“King Abdulaziz School strives to cultivate international educational experiences that prepare active and lifelong learners. KAS aims at providing stimulating academic programmes supported by rigorous assessments implemented through an inquiry-based, caring learning environment. Learners are equipped with the skills they require to reach their full potential and become responsible, global citizens.

KAS prepares students to be open to other perspectives, values and traditions whilst recognizing their own identity and taking pride in their cultural heritage.”

KAS Vision Statement

“To inspire the individual potential of all students and enable them to become principled, proficient, inquiring, and caring lifelong learners.”

KAS Core Values

KAS fosters an atmosphere of academic excellence and encourages intellectual inquiry and critical thinking of all students and staff, recognizing their different learning needs, encouraging them to be:

- **Knowledgeable:** Knowing well, achieving well, and doing well.
- **Actionable:** Aiming high, reaching out and exemplary outlook.
- **Successful:** in school, in universities and beyond.

International-Mindedness, IB Learner Profile Attributes and KAS Policies

We believe that each learner profile attribute incorporates key values, attitudes, knowledge, understanding and/or skills crucial to learning and development. Thus, our prospective students, their families and the whole school community acknowledge the importance of utilizing the IB learner profile attributes to develop the needed skills for international mindedness, to become an agentic learner and to adhere to this policy. The following IB learner profiles attributes are adopted from the IB:

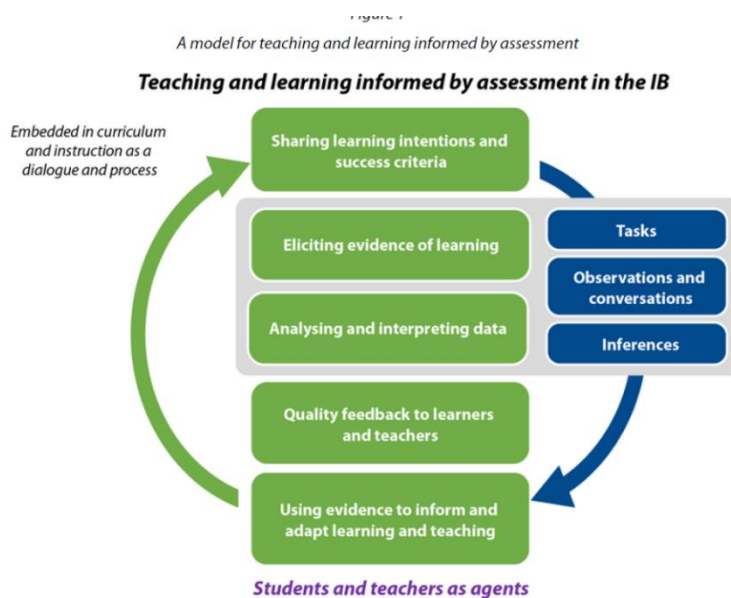
- **Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning, and this love of learning will be sustained throughout their lives.

- **Knowledgeable:** They explore concepts, ideas, and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from experience.
- **Caring:** They show empathy, compassion, and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- **Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- **Balanced:** They understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.
- **Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

The IB Learner Profile: A singular capacity for invigorating campus life IBO; 2010

Purpose of this document

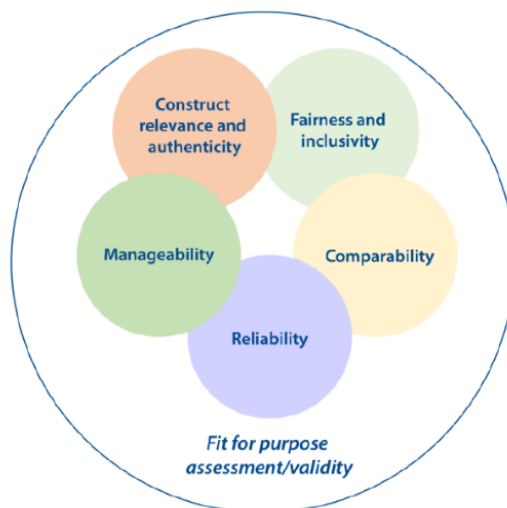
The purpose of the KAS Assessment Policy is to create a school-wide shared assessment culture and to promote an environment of continuous learning and growth within the KAS learning community. The policy identifies relevant resources and adheres to MoE, IB, and Cognia assessment requirements for implementing a valid and fair practice. It also clarifies the rights, roles, responsibilities and expectations of all members of the KAS learning community to highlight what constitutes good assessment practice and to support learning within KAS stakeholders.



Teaching and learning informed by assessment in the DP Guide & TSM IBO; 2021

KAS Assessment Philosophy

At KAS, we believe that highly effective assessments must be **fair**, **authentic**, and **valid**. Assessments should focus on the individual student’s progress rather than comparing students’ performances in reference to shared assessment criteria. KAS learning and assessment practices are IB criterion based and not only reflect the achievement of the learner but maximize students’ potential and highlight areas for improvement.



IBO (2018). Assessment principles and practices—Quality assessments in a digital age

We believe that supporting students with a balanced hybrid of formative and summative assessment is fundamental to exploring learners' starting points and shaping their progression. KAS believes that effective assessments are developed at the planning stage and built around the principles of continuous cycle of reflection, planning and implementation. We also believe that the input of home support is equally crucial to achieving our assessment objectives. This will develop,—foster, and promote a collaborative assessment culture and will create an opportunity for students and parents to reflect on their learning and to become more confident, knowledgeable, balanced, open-minded, reflective life-long learners.

Links with other KAS Policies

KAS Assessment Policy should be read in conjunction with the following policies:

- **KAS Academic Integrity Policy:** The Academic Integrity Policy is designed to clarify the expectations associated with the submission of authentic work. The policy also specifies consequences and sanctions for breaches of academic integrity practice.
- **KAS Admission Policy:** All admission Entrance Tests that new applicants must sit for will be administered with the same procedures as regular assessments at KAS. Graduation requirements and transition conditions are outlined in KAS admission policy.
- **KAS Inclusion Policy:** At KAS, inclusion practice is applied during assessments to remove any barriers to learning and to maximize achievements for all students regardless of their leaning needs.
- **KAS Language Policy:** KAS assessment practice provides opportunity for clarifications of assessments and tests to ensure that students from diverse language backgrounds have a clear understanding of what is expected of them.
- **KAS Homework Policy:** At KAS, homework is an additional avenue of formative assessment for strengthening knowledge and skills to raise the level of achievement for all students.

Assessment Policy Committee

The Assessment Committee is responsible for reviewing, approving, and governing the process of assessing student learning at KAS. The committee also convenes to arbitrate all types of assessment disputes, or matters relevant to grading, missed assessments without the provision of a medical report and earning school certifications. The committee will also provide guidance and information to members of the school's learning community in implementing assessment plans, developing, reviewing data, and analyzing assessment results. The committee also makes decisions regarding students with special requests for administration of test/examinations before or after the scheduled dates. The

KAS Assessment Committee meets regularly to discuss assessment issues and to ascertain that the principles of assessment for learning identified by the IB are implemented and supported by the school. The Assessment Committee includes:

- School Principal
- IB Programme Coordinators
- Heads of Departments
- The Examination Officer (MoE Affairs)
- Student council representative
- Assessment Policy leaders

Expectations and responsibilities of the School Community

KAS assessment practice stems from a shared responsibility among all learning community members to ensure the effective implementation of the Assessment Policy to reflect our community’s needs. In continuous assessment, all stakeholders take an active role within the process of **monitoring and measuring** the standard of teaching and learning (see table below).

Stakeholder	Type of Assessment	Responsibility
Students	Self-Assessment	How do I take responsibility for my own learning? How well am I performing?
	Peer-Assessment	How can I help others learn and make progress? How can I learn from others?
	Reflections	How I'm I progressing? Am I reaching my targets?
Teachers	Formative Assessment	What is the current performance of students and how to improve?
	Summative Assessment	What are students' current performance and level?
Program Coordinators	Institutional Assessment	How can we use continuous assessment data to improve teaching and learning?
Examinations Officer	Test and examination results from teachers	Is the data analyzed and shared with Coordinators, PLT, HoDs and teachers?
Heads of Departments (HoDs)	Data for all pupils in their designated subject	How consistent are targets being met by students? Are progression details based on thorough Analysis, Review, Monitoring, and Intervention? Are responses in line with the progress data?
Whole School Community	Community Assessment	How can we promote learning experiences which encourage creativity, social responsibility, tolerance, and international mindedness? Are Parents informed of student progress and achievements?

It is the responsibility of all stakeholders to actively collaborate with each other, so everyone is aware of, and understands, why, what and how to assess, to maintain quality teaching, learning, and outcome.

Leadership Team:

- Promote an assessment culture among the learning community to enhance a shared understanding of what data is being collected, analysed, and reported.
- Provide school-wide professional development opportunities for teachers to plan, reflect and moderate assessment collaboratively.
- Builds a shared understanding of what learning is to be achieved.
- Encourage reflection and focused feedback.
- Oversees assessment practices in compliance with IB rules and regulations.
- Review the progress of all students and subjects within the school.
- Ensure targets are consistently met, and evidence of pupil progression is available through analysis, review, monitoring and Intervention.
- Ensure consistent response to progress data.

IB Programme Coordinators:

- Ensure that the specific criteria that the assessment is built around is clear and well-known.
- Ensure that aspects of assessment reflect the content and practice of the specific programme.
- Ensure that assessment is collaboratively planned during the school's collaborative planning sessions.
- Ensure that timeline conforms to the IB deadline and supports teachers and students.
- Ensure targets are consistently met and evidence of pupil progression is available through analysis, review, monitoring and intervention.
- Ensure consistent response to progress data.

Examination Officer

- Attends relevant workshops and shares updates of information with teachers and students.
- Ensures that the success criteria are explained to and understood, in advance by teachers and students.
- Has a clear system for documenting and reporting students' learning.
- Analyses assessment data, learning outcomes, and share information with HoDs and teachers to inform their reporting, planning and teaching.

Teachers:

- Support task clarifications so that specific criteria that the assessment is built around are clear and understood by students.
- Use a variety of assessment strategies, tasks, and tools according to the school assessment policy and IB-mandated policies.
- Guide students to take ownership of their own learning by providing opportunities for them to demonstrate their learning.
- Understand the areas of weaknesses and strengths and differentiate instruction and assessment to meet the learning needs of all students.
- Document and analyze student learning over time to design learning experiences based on data.
- Collaborate with students and other teachers when designing, moderating, and analyzing assessment results to design assessments that fulfil the requirements of the KAS Assessment Policy.
- Inform students of the summative task clarifications and expectations, prior to assigning the summative assessment.
- Use assessment to enhance classroom practices and provide parents with a detailed account of their child's progress for additional support at home.
- Identify what students understand and are able to do and give them timely and constructive feedback on their progress and inform stakeholders if a student's grade is below the set expectations.
- Provide timely and tangible feedback that students can act upon and provide them with various opportunities to experience success.
- Encourage students to take risks, to extend their learning, and to clarify misunderstandings and support them in identifying their mistakes.
- Provide platforms for reflection, self-assessment, and peer feedback

Students:

- Attend school regularly to avoid penalties for missed assessments.
- Provide school with advanced notice and evidence for planned absences during assessment periods.
- Use feedback effectively to reflect on their learning, identify areas of improvement, and set learning goals and success criteria.
- Complete all the formative tasks in preparation for the summative assessment and submit all assessment related work within the deadline.
- Know and use the assessment criteria while completing assessment tasks.

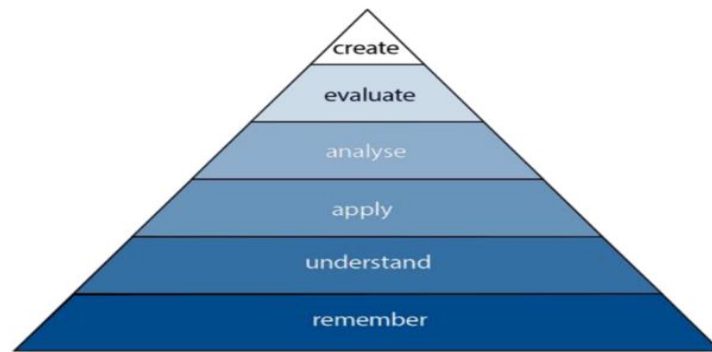
- Present evidence, such as samples of their work, that best demonstrates the intended learning goals.
- Produce quality work and use assessment to show their understanding and growth in their learning.
- Submit work that is their own and represents their own efforts and abilities (see Academic Integrity Policy for more information).

Parents/ Guardians:

- Stay informed about their children’s academic progress regularly and contact the school with any concerns.
- Attend all parents' teacher conferences to discuss students’ progress and their academic performance.

KAS Assessment Obligations

Assessment at KAS is informed by assessment framework underpinning Bloom’s higher order cognitive skills whereby assessment is staggered across ability levels to provide many opportunities for students to demonstrate what they know and what they can do. They are also given a chance to attempt in-depth analysis of issues or knowledge across all subjects.



IBO (2018). Assessment principles and practices—Quality assessments in a digital age

Assessment at KAS promotes learning by helping students to take responsibility while developing enthusiasm and motivation for their learning. By encouraging students to actively design, manage and reflect on their own learning, they develop the skills to self-assess, and support their learning. KAS assessment obligations toward students and staff adhere with Saudi MoE requirements. Also, KAS assessment practices reflect KAS guiding principles of promoting a culture of learner-centered practices involving the entire learning community to support students to become principled, inquiring, and

lifelong learners. (See appendix A for local grade conversion to fit with MoE's expectations).

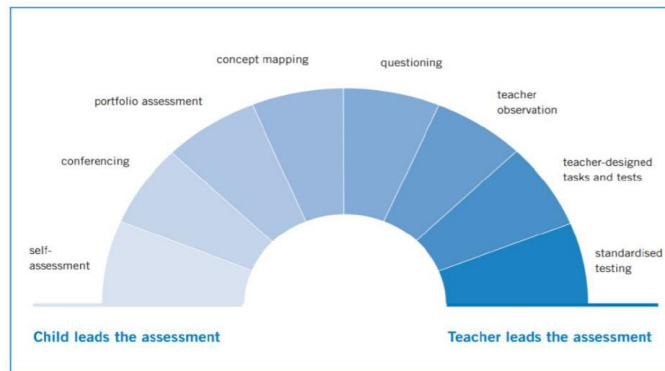
Absenteeism from Assessment

Absenteeism is highly discouraged at KAS. For genuine reasons, KAS policy on absenteeism from in-school assessment is outlined below:

- Absence backed by evidence for reasons of absence may merit a retake
- Prolonged period of absence may require new sets of examinations covering the same area of the syllabus/subject guide.
- Students are hereby advised that absenteeism from external examinations may lead to no qualification being awarded.

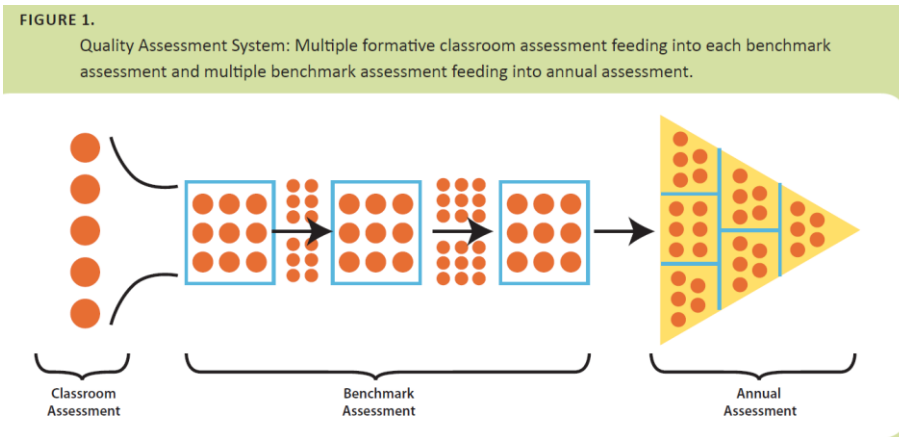
Assessments in Classrooms What do we assess?

At KAS, classroom assessment is based on a continuum where both students and teachers play active roles in continuous assessment. Differentiated assessment strategies can also be used at the end of each unit against certain criteria to assess a student's levels of achievement. These strategies allow for a balanced and comprehensive view of student learning.



Brannoxtown Community National School Assessment and Reporting Policy Planning 2020/2021

Teachers use a variety of continuum assessment descriptors to gain insights into students' understanding of knowledge, skills, and progression. These practices are used in addition to implementing differentiated formative and summative assessments. If students need further intervention, they will be observed more deeply and then referred to the KAS Inclusion Team.



Benchmark Assessment for Improved Learning AN AACC POLICY BRIEF 2010

Below is a table used by teachers as a guide to determine the approaches to assessment during the teaching and learning process

Assessment for learning	Assessment of learning	Assessment as learning
Also known as formative assessment . Its goal is to inform teaching and promote learning.	Also known as summative assessment . Its goal is to certify and to report on learning progress.	As part of the formative process , its goal is to support students in learning how to become a self-regulated lifelong learner.
It is conducted through- out the learning process. It is iterative and interactive.	It is typically conducted at the end of a unit, year level or developmental stage, or programme.	It is conducted throughout the learning process. It is iterative and interactive.
<ol style="list-style-type: none"> 1. Student involvement 2. Quantitative/ qualitative data 3. Written and oral 4. Artifacts 5. Observations and feedback 6. Teacher/student dialogues/conferences 7. Context-based In- formal 8. Indication of process 9. Indication of knowledge/skill application 	<ol style="list-style-type: none"> 1. Limited student involvement 2. Quantitative data 3. Tests, exams, standardized tests 4. Indication of skills and knowledge acquisition or mastery 5. Based on teacher judgment 6. Criteria referenced 	Students are active agents in their own learning by developing and using meta- cognitive strategies to: <ol style="list-style-type: none"> 1. Plan learning goals 2. Monitor goals 3. Reflect to modify learning and to adjust learning.

KAS Assessment Tools How do we assess?

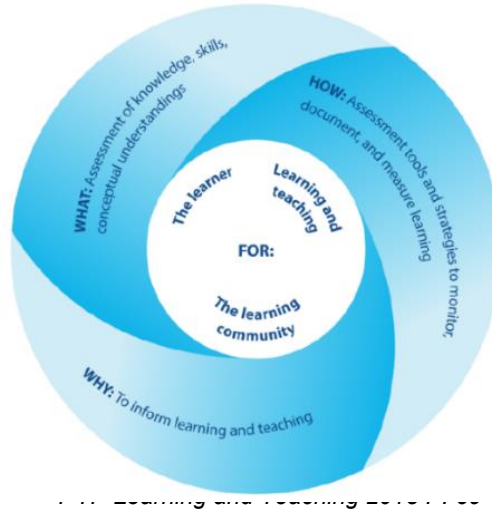
At KAS, teachers apply different tools to personalize planning and to determine the levels of students’ attainment to help them achieve their learning goals. Differentiated assessment tools provide a variety of ways for students to demonstrate their learning. Teachers use different approaches during the learning process which allow them to

monitor and further support student learning. The assessment tools used at KAS are outlined in the below table:

Practice	Formative	Summative
Learners Questionnaires	✓	
Lessons observation	✓	
Moderation/standardization of work see appendix E	✓	
Work samples	✓	
Teacher Assessment data	✓	✓
Analysis of test question response	✓	
Test and exam results	✓	✓
MoE recommendations	✓	
Departmental review	✓	
Marking of work [books/folders], etc.	✓	✓
Subject reports from IB external exams	✓	
Exhibitions	✓	✓
Projects	✓	✓
Presentations	✓	✓
Debates	✓	
Field trips	✓	✓
Service learning	✓	
Learner Profile Attributes	✓	
Peer-assessment	✓	
Self-assessment	✓	
Peer-led learning initiative	✓	
Diagnostic tests	✓	
Class tests and quizzes	✓	✓

Assessment and Grading in PYP

Assessment is central to the Primary Years Programme (PYP) goal of thoughtfully and effectively supporting students through the acquisition of subject-specific knowledge as well as developing conceptual understanding and the ATL skills. PYP assessment informs the learner, learning and teaching, and the learning community through the monitoring, documenting, and measuring of learning.



According to IBO, “PYP assessment has four dimensions: monitoring, documenting, measuring, and reporting on learning”. The aim of all these aspects is to provide evidence to inform learning and teaching. Although the weight of all these four dimensions of assessment is not given equal focus in the IB (please see the diagram below); each dimension has its own importance and value.



PYP Learning and Teaching 2018 P. 76

The PYP emphasises the importance of monitoring and documenting learning as these dimensions are critical in providing contractive feedback to learners Refer to PYP Learning and Teaching (2018, P. 76-77).

PYP Grading System

PYP assessment is internal and uses criteria developed in collaboration between teachers and students. Grades in the PYP are awarded to students based on the assessment data collected from a range of assessments using a variety of assessment tools. The grading system is designed to inform all stakeholders of students' progress and attainment regarding their level of knowledge acquisition, conceptual understanding, skills, and learner profile development. Although summative in nature, this data is also used formatively to tailor future teaching and learning and is used to set upcoming goals.

Below is a table detailing the letter grades used and their corresponding percentages.

Performance Level: the ratings shown above correspond to the following		Percentage %
E	Excelling	93-100
ME	Meeting Expectations	80 - 92
PE	Progressing to meet Expectations	50 - 79
NE	Needs Support	Below 50

Assessment Practices in the PYP How do we assess?

- Diagnostic assessments at the start of the year in English, Arabic and Math to establish student levels and to identify any individual learning needs. This is followed by a Midterm checkpoint assessment to determine student progress levels likewise, to evaluate the effectiveness of any Individual Education Plans and the support provided to students (please refer to KAS inclusion policy for more details).
- Pre- assessment at the beginning of new unit of inquiry or topic in standalone subjects
- Ongoing formative assessments linked with lines of inquiry.
- Summative assessments at the end of each unit.
- Weekly spelling tests from Grades 1-5 which is part of the language programme at KAS.
- Levelled reading assessments on www.razkids.com – twice a month.
- Monthly Math, English and Science formative assessments and summative assessments from KG-grades 5.
- Skilled based assessments in Math, English, Arabic, and Religion at the end of each term.
- Students' performance during and at the end of each UOI.

PYP Exhibition

In the final year of PYP, Grade 5 students prepare and showcase an exhibition where each student demonstrates their skill development and engagement with the IB learner profile attributes and the PYP key concepts. Refer to the school academic calendar for the exhibition date. (See appendix B for the exhibition rubric.)

Assessment Practices in the MYP How do we assess?

KAS MYP internal assessment includes but, not limited to the tasks and strategies below:

- Pre- assessment/ base line test at the beginning of each unit
- Formative assessments linked with MYP assessment criteria
- Summative assessment at the end of each unit using MYP command terms
- Peer and self-assessment
- Reflections

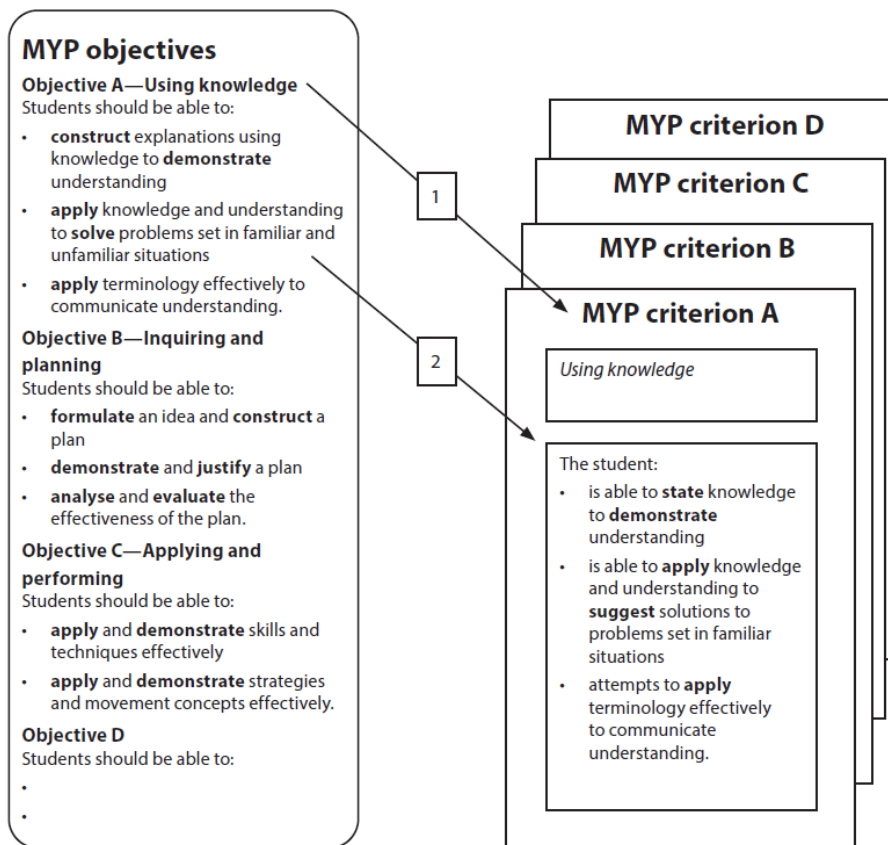
Assessment and Grading in the MYP

“MYP assessment plays a significant role in the development of ATL skills, especially skills that are closely related to subject-group objectives. The MYP approach to assessment recognizes the importance of assessing not only the products, but also the process, of learning.”

MYP: From principles into practice 2014 P. 80

Through effective formative assessment, teachers use assessment tools to gather, analyze, interpret, and use a variety of evidence to improve student learning and to help them achieve their potential.

Each MYP subject has four specific objectives, labelled A, B, C, and D, from which teachers plan their units and students reflect on it. These objectives are aligned with four assessment criteria indicated as Criterion A, B, C, and D. Assessment criteria are the indicating tools of achievement, understanding and summarise teaching and learning at the end of the units. Teachers must cover the content of each MYP objective and strands at least twice a year. Similarly, they need to assess students at least twice a year for each MYP Assessment criterion to determine students' final levels. (For more information about MYP objectives and criteria, refer to MYP: From Principles into Practice document.)



MYP: From principles into practice 2014 P. 82

MYP Assessment Criteria and Scale

Each MYP subject has four assessment criteria (A, B, C, D). Each criterion is assessed on a 0–8 scale, with a maximum of 32 points per subject. Teachers assess all four criteria at least twice per year and determine final achievement levels using professional judgment rather than averaging.

MYP Grade Conversion Scale

The total score out of 32 is converted to an MYP grade on a 1–7 scale using the following boundary guidelines:

MYP Grade	Total Points (out of 32)	Descriptor
7	28–32	Excellent
6	24–27	Very Good

5	19–23	Good
4	15–18	Satisfactory
3	10–14	Mediocre
2	6–9	Poor
1	1–5	Very Poor

Note: These boundaries are guidelines. Teachers use professional judgment when determining final MYP grades, considering the quality and consistency of student work across all assessments.

Recording and Reporting Students Achievements

Recording Practices Through ManageBac

All MYP assessment data is recorded in ManageBac. Teachers document formative and summative assessment results for each criterion (0–8 scale), determine final achievement levels using professional judgment, and maintain evidence of student work. ATL skills and effort are recorded separately from achievement levels.

Reporting Practices Through ManageBac

- **Students** have continuous access to view their assessment results, teacher feedback, and current achievement levels.
- **Parents** access the parent portal to monitor progress in real-time, view assessment results, and communicate with teachers.
- **Formal Report Cards** are issued through ManageBac per term and include: final achievement levels (0–8) for each criterion, overall MYP grades (1–7), teacher comments, ATL skills development, and effort ratings.

The MYP Personal Project Exhibition

The Personal Project is a learner-centered project completed by students in MYP 5 (Grade 10). KAS appoints a Personal Project Coordinator to support, assign supervisors to promote inquiry and guide students in their independent learning skills. (Refer to the KAS Personal Project guide for details, reporting, grading and procedures).

At the end of MYP 5, students are expected to present their personal project products on the day of the showcase. The exhibition is an opportunity for students to demonstrate their

ATL skills along with the learner profile attributes that they have acquired during the process of the project. Students should reflect in their showcase presentations and the integration of the inquiry cycle into their personal project. Refer to the school academic calendar for the exhibition date. (See appendix C for PP exhibition rubric).

MYP eAssessment (Preparatory)

While KAS is not currently implementing MYP eAssessments, students are prepared through IB-aligned internal examinations and the development of in-house ePortfolio systems. This strategic approach ensures students are well prepared should eAssessments become a future requirement. At present, KAS awards MYP course results based on internal assessments.

Assessment and Grading in the DP

“Assessment plays a crucial role in supporting learning as well as in measuring learning. In the Diploma Programme (DP), assessment is intended to support curricular goals and to encourage appropriate student learning.”

Diploma Programme: From principles into practice 2015 P. 78



student's journey through the Diploma Programme Diploma Programme Assessment procedures 2022

At KAS, teachers use subject-specific DP Assessment Descriptors formatively to support learning and ensure that subject contents are effectively covered in lessons. Assessments involve a combination of Internal and External Assessments. Teachers are also responsible for designing formative and summative assessments to provide students with opportunities to acquire and master skills to get them ready for the DP final examinations. Internal Assessments are in-school and graded by teachers but moderated by external moderators. External assessment consists of written examinations for each of the six DP subjects taken at the end of the second year of the programme.

Internal assessment in the DP is based on a scale of 1-7 based on subject-specific descriptors. External IB Diploma examinations consist of Internal and External assessments. Internal assessments are graded by teachers but moderated by internal

and external moderators. Final DP written examinations are marked by examiners, and final grade given are combination of internal and external marks obtained by candidates.

Assessment Practices in the DP How do we assess?

DP faculty share the Internal Assessment Calendar to support students and teachers to manage the sequence and cycles of the Internal Assessments.

KAS DP internal assessment includes, but not limited to the tasks and strategies below:

- Pre- assessment/ base line test at the beginning of each unit
- Formative assessments linked with Subject assessment criteria
- Summative assessment at the end of each unit using Assessment descriptors
- Peer and self-assessment
- Reflections
- Internal Assessments (IAs)
- Extended Essay (EE)
- Theory of Knowledge (TOK) Essay and Exhibition
- Creativity, Activity, and Service (CAS) Portfolio and Exhibition

An Internal Assessment Calendar is shared with students and teachers to ensure appropriate pacing, workload balance, and compliance with IB deadlines.

Predicted Grades

Predicted grades are issued in **DP Year 2** to support university applications.

Predicted grades are based on:

- ❖ Mock examinations
- ❖ Coursework performance
- ❖ Internal Assessment progress
- ❖ Professional judgment aligned with IB grade descriptors

Predicted grades are:

- ❖ Determined on an **individual basis**
- ❖ Reviewed internally for consistency
- ❖ Communicated to students and parents

TOK and EE predicted grades may be issued earlier **only for university application purposes**, but final predictions are completed prior to IB external examinations in accordance with IB regulations.

Internal Moderation and Quality Assurance

To ensure that internally assessed coursework is marked to the IB standard and that students receive a true and accurate reflection of their final IB marks, KAS implements a structured system of internal moderation and quality checks.

Internal Moderation Procedures

Internal moderation is conducted before marks are submitted to the IB and includes the following stages:

1. Subject-Level Moderation

- Conducted within subject groups.
- Teachers collaboratively review samples of student work across achievement levels.
- Marks are compared against IB subject-specific criteria and grade descriptors.
- Adjustments are made where inconsistencies are identified.

2. Cross-Checking and Second Marking

- A sample of internally assessed work is second-marked by another subject teacher (where possible).
- Differences in marking are discussed and resolved through reference to IB descriptors and exemplars.

3. Leadership Oversight

- Moderation outcomes are reviewed by:
 - ❖ Head of Department / Subject Group Leader (IAs)
 - ❖ Core Coordinators (for TOK, EE)
 - ❖ DP Coordinator (For All)

This ensures consistency across subjects and alignment with IB expectations.

Internal Standardization of Assessment Practices

KAS recognizes that **internal standardization** is essential to ensure fairness, consistency, and reliability of assessment judgements.

To achieve this, the school implements the following practices:

- Regular department meetings focused on assessment alignment
- Collaborative analysis of IB exemplars, mark schemes, and examiner reports
- Use of common assessment tasks and shared marking criteria where applicable
- Professional development sessions on IB assessment standards
- Ongoing review of assessment data to identify inconsistencies or trends

These practices ensure that all teachers interpret and apply IB assessment criteria consistently across classes and cohorts.

Extended Essay (EE): Assessment, Moderation, and Standardization

The Extended Essay (EE) is a compulsory core component of the IB Diploma Programme and provides students with the opportunity to engage in independent research under the guidance of a supervisor.

Supervision and Assessment

- Each student is assigned a qualified EE supervisor.
- Supervisors support students with:
 - ❖ Research question formulation
 - ❖ Research planning and academic integrity
 - ❖ Draft development
 - ❖ Reflection sessions (RPPF)
- Supervisors assess the Reflections on Planning and Progress Form (RPPF) using IB criteria.
- The Extended Essay itself is externally assessed by the IB.

Internal Moderation and Quality Assurance for EE

To ensure consistent and accurate application of IB standards:

- EE supervisors participate in standardization meetings led by the EE Coordinator.
- Samples of RPPF assessments are internally reviewed for consistency.
- Any discrepancies in interpretation of criteria are discussed and resolved collaboratively.

- The EE Coordinator monitors:
 - ❖ Progress checkpoints
 - ❖ Supervisor–student meeting records
 - ❖ Academic integrity compliance

Predicted Grades for EE

- EE predicted grades may be issued for university application purposes only.
- Final EE predicted grades are completed before IB external examinations, as required by the IB.
- Predicted grades are reviewed by the EE Coordinator to ensure consistency and alignment with IB descriptors.

CAS and TOK Exhibitions

Creativity, Activity, and Service (CAS)

CAS at KAS supports experiential learning and the holistic development of students. The CAS Coordinator oversees the implementation, monitoring, and completion of CAS requirements.

- Students maintain a CAS Portfolio aligned with IB learning outcomes
- Completion is celebrated through CAS Exhibitions
- Assessment is based on achievement of CAS learning outcomes (refer to Appendix F)

Theory of Knowledge (TOK)

TOK encourages students to reflect on the nature and limitations of knowledge.

Students complete:

- TOK Exhibition
- TOK Essay

These components are supported and assessed under the guidance of the TOK Coordinator, following IB assessment rubrics and timelines (see Appendix D).

Assessment Practices in the AD How do we assess?

Each subject taught in the American Diploma Program has credits. A student must earn a minimum of 28 credits to graduate from the American Diploma at KAS.

- English Language and Literature 4 Credits
- World language (Arabic Language Studies) 4 Credits
- Mathematics (Algebra 1, Algebra II, Geometry, Pre-Calculus/Calculus) 4 Credits
- Science (Integrated science, Physics, Chemistry, Biology) = 4 Credits
- Social studies: Geography, World History (American History, Britain History) = 3 Credits
- Islamic studies 2 Credits
- **Electives 7 Credits** (Econ 1, Arts (visual art and drama) 2, PHE 1, Design (Digital and product 2, Business 1)

Total credits 28

In addition, students must complete 20 hours of Community service work to get a certificate for it.

Diagnostic Tests and Analyzing Data

At KAS (K-12) we implement teacher designed diagnostic assessments to help them identify what students know, understand and can to support their students' learning. Diagnostic assessment data is then analysed to help teachers design learning experiences in order to build on the students' strengths and address their specific needs.

Moreover, the inclusion team notifies parents of the diagnostic test results and is used to support differentiated learning and target-setting within the student Individual Education Plan (IEP). KAS also uses ManageBac as a specific mode of communication between the school and its learning Community.

Reporting learning: How well are we doing?

Reporting on learning at KAS describes the progress and achievement of the students' learning, identifies areas for growth and contributes to the efficacy of the programmes and the teaching. Learners' growth and development are reported to parents and students throughout the year via ManageBac and per schedule indicated in the table below:

Program	Terms	Recording and Reporting	Date
PYP	Term1	Reports on MangeBac, MoE Transcripts, Parent-Teacher conference	Refer to school calendar
	Term 2	Reports on MangeBac, MoE Transcripts, Student led conference/ Portfolios (K – PYP 4), PYP 5 Exhibition	
MYP	Term 1	Parent-Teacher conference, Reports on MangeBac, MoE Transcripts	
	Term 2	3-way conferences, Reports on MangeBac MoE Transcripts Personal Project Exhibition	
DP1	Term 1	Parent-Teacher conference ,Reports on MangeBac MoE Transcripts	
	Term 2	3-way conferences Reports on MangeBac MoE Transcripts	
DP2	Term 1	Parent-Teacher conference, Mock Exams Reports on MangeBac , MoE Transcripts	
	Term 2	3-way conferences CAS & TOK Exhibitions Reports on MangeBac MoE Transcripts, External IB Examinations	
AD	Term 1	Parent-Teacher conference, Reports on MangeBac MoE Transcripts	
	Term 2	3-way conferences Reports on MangeBac MoE Transcripts	

Standardization of Tests and Examinations

To enhance the reliability and consistency of assessment at KAS, standardization procedure is applied to assessments. Teachers of the same subject jointly apply this process to ensure that marking maintains the same level of marks in the same assessment bit marked by various teachers. The moderation process forms a key part of standardization to ensure that marks or grade award maintain the same understanding among different teachers assessing similar assessment tasks. Both moderation and standardization procedures are practiced by teachers in summative assessments and external assessments like the MYP Personal project and IB Diploma Internal Assessments as a matter of course. See Appendix E.

Ethical Use of AI in Assessment

Students Assessment Work and AI

At KAS, we are committed to directly addressing the impact of Artificial Intelligence (AI) on assessment as a whole. We view AI as a resource that can be used and integrated

into the assessment process in an ethical and responsible manner, thereby safeguarding the core principles of academic integrity and the pedagogical values of the IB programme.

Likewise, AI must be viewed as a tool to enhance learning and evaluation, not as a replacement for critical thinking and genuine student output. Therefore, students are required to disclose transparently any use of AI-generated content (whether text, data, images or unauthorized translation) and document it correctly just like any other source, clearly indicating the quoted or adapted portions.

The positive use of AI is encouraged for research, idea generation, and receiving grammatical or stylistic feedback; however, submitting work generated substantially by AI as the student's own original output is strictly prohibited (please refer to our KAS Academic Integrity Policy). The final accountability for the submitted work rests with the student, and teachers are required to design assessments that ensure the student can explain and understand the content they have presented, thereby reaffirming that technology serves education and does not undermine the process of independent and deep learning.

Teacher Use of AI in Assessment Creation

When teachers use AI to assist in creating assessments, the same ethical commitment to fairness, validity, and student privacy must be rigorously upheld. While AI can be a powerful tool for generating varied question types (e.g., quizzes, scenarios) or suggesting rubrics and enhance differentiation, educators must exercise human oversight and critical judgment.

Key ethical considerations for teachers include:

- **Minimizing Bias:** Teachers must critically review AI-generated content to ensure it is free from bias that could unfairly disadvantage certain student groups, and that the language and context are inclusive and equitable.
- **Validity and Reliability:** The teacher is ultimately responsible for confirming the accuracy and relevance of AI-generated assessment items, ensuring they truly measure the intended IB learning objectives and skills, rather than relying passively on the tool.
- **Data Privacy:** Teachers take care to make sure that any input in AI does not include sensitive or identifiable student data (like names or specific performance records) into general-purpose AI tools, prioritizing platforms with strict data security and policies that comply with institutional and legal standards.
- **Transparency:** Our school's policy is to make it clear the permissible and prohibited ways teachers may use AI in assessment creation and communication, fostering an open environment where teachers understand the role of technology

in the creation of assessments to enhance their assessment practices and assessment capability.

The goal is to leverage AI to create more robust and high-quality assessments, not to compromise the human element of careful pedagogical design and ethical responsibility.

Implementing KAS Assessment Policy

KAS Assessment Policy will be implemented to reflect the following IB Standards and Practices which became effective October 2020:

- The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. **(0301-05)**
- The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. **(0301-05-0100)**
- The school identifies in its assessment policy all necessary local and IB requirements and outlines how the school is adhering to these requirements. **(0301-05-0200)**
- The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. **(0301-05-0300)**
- The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. **(0301-05-0400)**
- The school describes in its assessment policy the value of assessment for continuous learning and growth. **(0301-05-0500)**

Communicating and Promoting KAS Assessment Policy

The policy is published on the school's website, and a printed copy of it is available upon request. The assessment committee also organizes a policy orientation session for prospective students and their families in September or January of each year.

Policy review cycle



Reviewing a language policy IBO; 2018

This policy has been reviewed in January 2026 by the KAS Assessment Committee. It will be reviewed and updated annually by the school's academic departments to reflect the IB philosophy and KAS school community's needs through the following IB cultures which became effective October 2020:

- The school implements processes with consideration of the relationship between its IB-mandated policies. **(0301-06-0100)**
- The school documents its IB-mandated policies and communicates them to the school community. **(0301-06-0200)**
- The school considers physical and virtual spaces in all its IB-mandated policies. **(0301-06-0300)**
- The school articulates a planned integration of human, natural, built, or virtual resources in all its IB mandated policies. **(0301-06-0400)**
- The school considers the Learner Profile in all its IB-mandated policies. **(0301-06-0500)**
- The school considers international-mindedness in all its IB-mandated policies. **(0301-06-0600)**
- The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. **(0301-06-0700)**

Last reviewed: January 2026

References

Benchmark Assessment for Improved Learning AN (2010). AACC POLICY BRIEF

Brannoxtown Community National School Assessment and Reporting Policy Planning 2020/2021

International Baccalaureate (2018). Assessment principles and practices—Quality assessments in a digital age

International Baccalaureate (2015). Diploma Programme: From principles into practice

International Baccalaureate (2014). MYP: From principles into practice

International Baccalaureate (2018). PYP Learning and Teaching

International Baccalaureate (2021). Teaching & Learning informed by assessment in the Diploma Programm

International Baccalaureate The IB uses both internal and optional external assessment (eAssessment) in the MYP <https://www.ibo.org/programmes/middle-years-programme/assessment-and-exams/>

KAS policies:

- *Academic Integrity Policy*
- *Admission Policy*
- *Homework Policy*
- *Inclusion Policy*
- *Language Policy*

APPENDICES

Appendix A: KAS PYP 5 Exhibition Rubric

PYP Exhibition Guidelines, August 2004, P.14

Descriptor	NS	G	Ex	Emp
The exhibition considered a local real-life issue or problem that was: <ul style="list-style-type: none"> • significant • relevant • engaging • challenging. 				
The exhibition was thoroughly planned in collaboration with other significant staff including management (where relevant).				
All students, regardless of their learning styles and needs, were supported to be actively and productively involved in the exhibition from planning stages to the final presentation.				
The exhibition reflected the five essential elements of the PYP (concepts, knowledge, skills, attitudes, action).				
The exhibition allowed students to demonstrate and reflect upon the attributes of the student profile.				
A-range-of-media-and-forms-of-expression-were-used-in-the exhibition (eg written work, oral presentations, and performances).				
There was an appropriate balance between the use of primary and secondary sources in the inquiry process.				
Assessment was ongoing and reflected the entire inquiry process.				
There was adequate reflection on the exhibition, with opportunities provided for input from students, mentors, teachers, and other significant participants.				
The exhibition was shared with the whole school community (e.g.,-governing-body,-parents,-secondary-school-colleagues-and students).				
The exhibition represented a celebration/rite of passage for the students involved.				
Records of teacher collaboration and reflection on the exhibition process were kept.				

Appendix B: KAS Departmental Assessment Standardization Form

SUBJECT GROUP	
GRADE	
CLASS	
DATE	
NAME OF STANDARDIZING TEACHER	
NAME OF CLASS TEACHER	

UNIT TITLE	
Criteria (-on) and Strands being assessed	
BRIEF OUTLINE OF ASSESSMENT TASK	

NAME OF STUDENT	LEVEL (MYP)	LEVEL (MYP)	COMMENTS/ NOTES CONCERNING THE PROCESS OR THE TASK
1.			
2.			
3.			

Comments:

Appendix C: KAS DP CAS Learning Outcome Rubric

Reference: CAS Guide 2017 onwards, IBO. (PP 47-49)

N = Needs Support; G = Good; Ex = Excellent; Emp = Exemplary

DESCRIPTORS	NS	G	Ex	Emp
The student is aware of their own strengths and weaknesses.	Red	Yellow	Light Green	Green
is open to improvement and growth opportunities.	Red	Yellow	Light Green	Green
Can propose activities according to own interests and talents.	Red	Yellow	Light Green	Green
The student is willing to participate in different activities.	Red	Yellow	Light Green	Green
Can undertake a thoughtful self-evaluation.	Red	Yellow	Light Green	Green
Can see themselves as individuals with various abilities and skills. Some more developed than others.	Red	Yellow	Light Green	Green
Participates in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences	Red	Yellow	Light Green	Green
Is willing to become involved in unfamiliar environments and situations.	Red	Yellow	Light Green	Green
Acquires new skills and abilities.	Red	Yellow	Light Green	Green
Increases expertise in an established area	Red	Yellow	Light Green	Green
Shows newly acquired or developed skills, or	Red	Yellow	Light Green	Green
Can articulate the CAS stages including investigation, preparation, action, reflection (ongoing) and demonstration, moving from conceiving an idea to carrying out a plan for a CAS experience or series of CAS experiences.	Red	Yellow	Light Green	Green
Demonstrates knowledge and awareness by building a previous CAS experience.	Red	Yellow	Light Green	Green
Shows initiative by launching a new idea or process.	Red	Yellow	Light Green	Green
Suggests creative ideas, proposals, or solutions.	Red	Yellow	Light Green	Green
Integrates reflective thoughts in planning or taking initiative.	Red	Yellow	Light Green	Green
Is aware of roles and responsibilities when designing an individual or collective CAS experience.	Red	Yellow	Light Green	Green
Shows responsible attitude to CAS project planning.	Red	Yellow	Light Green	Green
Can develop a coherent action plan considering the aim or purpose, activities, and resources.	Red	Yellow	Light Green	Green
Demonstrates regular involvement and active engagement with CAS experiences and CAS project.	Red	Yellow	Light Green	Green
Can foresee potential challenges to the initial plan and consider valid alternatives and contingencies.	Red	Yellow	Light Green	Green
Demonstrates adaptability to uncertainties and changes.	Red	Yellow	Light Green	Green
Get involved in long-term CAS experiences and CAS projects.	Red	Yellow	Light Green	Green
Shares skills and knowledge.	Red	Yellow	Light Green	Green
Listens respectfully to proposals from peers.	Red	Yellow	Light Green	Green
Is willing to take on different roles within a team.	Red	Yellow	Light Green	Green
	Red	Yellow	Light Green	Green

Shows respect for different points of view and ideas.	Red	Yellow	Light Green	Green
Makes valuable contributions.	Red	Yellow	Light Green	Green
Is responsible for participating in the group.	Red	Yellow	Light Green	Green
Readily assists others.	Red	Yellow	Light Green	Green
Can identify, demonstrate, and discuss critically the benefits and challenges of collaboration gained through CAS experiences.	Red	Yellow	Light Green	Green
Recognizes the global implications of local issues.	Red	Yellow	Light Green	Green
Can identify global issues in the local or national community.	Red	Yellow	Light Green	Green
Shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally, or internationally.	Red	Yellow	Light Green	Green
Gets involved in CAS projects addressing global issues in a local, national, or international context.	Red	Yellow	Light Green	Green
Develops awareness and responsibility towards a shared humanity.	Red	Yellow	Light Green	Green
Recognizes ethical issues.	Red	Yellow	Light Green	Green
Can explain the social influences on one's ethical.	Red	Yellow	Light Green	Green
Can explain the social influences on one's ethical identity.	Red	Yellow	Light Green	Green
Considers cultural context when deciding or ethical decision.	Red	Yellow	Light Green	Green
Identifies what is needed to know to make an ethical decision.	Red	Yellow	Light Green	Green
Articulates ethical principles and approaches to ethical decisions.	Red	Yellow	Light Green	Green
Shows accountability for choices and actions	Red	Yellow	Light Green	Green
Is aware of the consequences of choices and actions regarding self, others involved and the community.	Red	Yellow	Light Green	Green
Integrates the process of reflection when facing an ethical decision.	Red	Yellow	Light Green	Green
Shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences.	Red	Yellow	Light Green	Green
	Red	Yellow	Light Green	Green

Reference: CAS Guide 2017 onwards, IBO. (PP 47-49)

N = Needs Support; G = Good; Ex = Excellent; Emp = Exemplary

Appendix D: Continuum of International Education: The Principles of IB Assessment

Assessment in all three programmes must support and encourage effective teaching and learning in the classroom. It should be based on professional judgement and should reflect the intercultural dimensions of the programmes. Assessment is aimed at determining the learners’ levels of understanding. Therefore, it is essential that teachers determine from the beginning what kind of assessment will allow learners to show that understanding.

There are key principles of assessment that are common to all three programmes	Current State	Desired State	Actions for Moving Forward
Assessment is integral to planning, teaching, and learning.	Assessment is a key part of planning and teaching, courtesy of planning on ManageBac, at the minimum!	Planning & practice to ensure that baselining, diagnostic, benchmarks, formative & summative support planning & teaching.	To work collaboratively and supportively with teachers to adopt and implement common practices and tools, to set the desired state in full practice.
The assessment system and assessment practices are made clear to students and parents.	KAS assessment system & practice have been shared with stakeholders.	To regularly update and clarify to students and parents, expectations and benefits of assessment changes and practice.	To share updates on assessment practice and invite parents into school to answer any concerns or issues on assessment.
There is a balance between formative and summative assessment.	Yes (DP/PYP) More summative in MYP	Collaboration of practice and understanding of the roles of formative & summative assessments in the continuum at KAS.	To fill any assessment gulf at the transition from PYP into MYP and into the DP.
Opportunities for peer and self- assessment are planned for.	Some practice on peer and self-assessments take place in PYP/MYP/DP.	Peer and self-assessments are to be planned and visible in lessons across the continuum.	Peer & self-assessments to include quizzes, presentations, debates, notebook and punctuality.
Students’ current knowledge and experience are assessed before embarking on new learning.	Yes, at subject levels in MYP & DP; and in PYP across inquiry and unit plans.	To assess students’ current knowledge, skills & aptitude, as well as attitude, using accredited baselining tools.	To finally choose between CEM and GL baselining tests for students at the start of each academic year.
Students are provided with feedback as a basis for future learning.	Feedback is provided to students termly and during lessons across the continuum.	In-class feedback on learning to move beyond good/very good and excellent.	More specific focus on individual student’s knowledge, skills, and progression to the next level.
Reporting to parents is meaningful.	Three reports per term via ManageBac to parents.	A brief progress report on learning progression for each student to be shared with parents.	Progression of students with learning support and further support to be shared with parents.
Assessment data is analyzed to provide information about the teaching and learning, and the needs of individual students.	A work in progress!!! Some analysis takes place at subject levels in MYP & DP.	Establishment of a common approach to analysis of students’ performance via assessment data systematically and longitudinally collected. Diagnostic tests will attend to the needs of individual students.	Assessments are systematically recorded and analysed to determine an individual student’s progression over time and inform planning and teaching accordingly. This will also inform learning support decisions for the way forward.
Assessment is used to evaluate the effectiveness of the curriculum.	Annual analysis of the DP final exam results is shared with stakeholders.	Evaluation to apply to all the continuum programmes at KAS.	Exam results & university placements (DP); PP results (MYP), PYP transitioning into MYP.
Meet the needs of students at ages and stages of development.	Baseline tests on aptitude and attitude to learning and essential skills are planned for.	The outcome of baseline, aptitude, and diagnostic tests with the right tools should support this endeavour.	To successfully implement these initiatives, appropriate standardized tests such as those from CEM and GL should be sourced and used.
Incorporate national requirements that schools may have to abide by.	There is a mandatory MoE examination at the end of each term.	<ul style="list-style-type: none"> The current allocation of 2 weeks per term (6 weeks yearly) reduces essential DP teaching hours. Mock exams are now merged with MoE exams to reduce time loss. 	<ul style="list-style-type: none"> Two exams per day would further minimize lost instructional time. A long-term solution is to increase DP/HL subjects to 6 periods per week to maintain IB-required teaching hours.

