

## ASSESSMENT POLICY

*Next Policy Review: November 2027*

### Our Mission

OTR International School provides quality education to pre-school, primary and lower secondary level pupils within an inspiring, challenging, multilingual and international environment by ensuring individual follow-up and the well-being of each student. Our students are encouraged to become active and lifelong learners who show empathy, compassion and respect and help to create a better world.

### Our Vision

OTR International School seeks to create a community of lifelong learners who are confident, balanced, caring and inspired to thrive in their life and workplace. Our school accepts children from the age of three offering a multilingual education. Pupils develop their bilingualism every day with qualified teachers whose mother tongue corresponds to the language chosen. Our school puts more emphasis on students' personal development by encouraging them to be more creative and prepare them for life by making practical connections between their studies and the real world. We aim to further incorporate in our school's mission and vision and cultivate as many of the properties and values outlined in the IB learner profile.

### Our Philosophy

Assessment is a key element in the educational process that affects all stakeholders of the school, including students, teachers and parents. Assessment policy outlines the way that teaching and learning is evaluated in OTR International School, with the purpose always being to assess students' performance and to enhance the teaching and learning process following the philosophy of the IB Organisation.

Assessment in OTR International School is an ongoing process that supports the school's management, teachers and parents in monitoring the performance of students. Moreover, it plays an important role in the evaluation of the educational process overall, including the outcome of the teaching process, the skills developed by students and the areas for improvement of the curriculum as a whole. Specifically, assessment procedures at OTR School:

- Help students monitor their performance and become aware of their strengths and weaknesses regarding their learning at any given point.
  
- Help students develop critical thinking and become independent thinkers.

- Help teachers evaluate the performance of students.
- Help teachers and management evaluate and improve accordingly the curriculum followed.
- Help both students and teachers discuss the efficiency and development of the learning and teaching process through the results of assessment tasks.
- Help parents remain informed at pre-determined periods on how well their children perform in lessons.
- Help management evaluate the development of general practices in OTR School.

Overall, the assessment process is important as it facilitates and enables both students to reflect and review their own performance and teachers to provide targeted feedback to students.

### Rights and Responsibilities of the School Community in Assessment

Assessment at OTR is a shared responsibility between students, teachers, parents, and school leadership. At OTR, all members of the learning community have rights that ensure fair, transparent, and supportive assessment, as well as responsibilities that sustain academic integrity, respect, and collaboration.

Students

#### Rights:

- To be assessed fairly and consistently using IB criteria and rubrics.
- To receive timely, constructive feedback that supports learning and improvement.
- To have clear explanations of assessment expectations, criteria, and descriptors before beginning a task.
- To demonstrate learning in varied ways that reflect different strengths, interests, and learning styles.

#### Responsibilities:

- To engage actively in formative and summative assessments, giving their best effort.
- To reflect on feedback and use it to improve learning.
- To submit work honestly and on time, upholding the principles of academic integrity.
- To communicate with teachers when clarification, support, or adjustments are needed.

## Teachers

### Rights:

- To access professional development and resources that support consistent, criterion-related assessment practices.
- To work collaboratively on standardization and moderation to ensure fairness.
- To receive support from leadership in applying school and IB assessment policies.

### Responsibilities:

- To design varied and meaningful assessment tasks aligned with the statement of inquiry, IB objectives, and global contexts.
- To explain criteria, rubrics, and expectations clearly to students.
- To provide timely, constructive, and actionable feedback.
- To document and report student achievement transparently and accurately.
- To uphold fairness, consistency, and academic integrity in all assessment practices.

## Parents/Guardians

### Rights:

- To be regularly informed about their child's progress through report cards, meetings, and communication channels.
- To request clarification and feedback regarding their child's learning.
- To have access to the school's assessment policy and understand how assessment works in the IB.

### Responsibilities:

- To support their child in meeting deadlines and developing effective study habits.
- To engage constructively with teachers and the school regarding their child's learning progress.
- To encourage academic honesty and balanced approaches to learning at home.

## School Leadership/Management

### Rights:

- To receive accurate assessment data that supports curriculum review and school improvement.
- To participate in IB professional learning and networks to ensure alignment with IB standards.

### Responsibilities:

- To ensure the assessment policy is collaboratively developed, reviewed regularly, and consistently implemented.
- To provide structures and time for teachers to engage in collaborative planning, moderation, and reflection.
- To ensure assessment practices are equitable, inclusive, and aligned with IB philosophy.
- To make assessment information transparent and accessible to students and parents.

### Assessment Practices

Following the IB Principles of Assessment, assessment procedures at OTR follow specific criteria and rubrics. In MYP, each subject area comprises four distinct assessment criteria that need to be assessed more than once per year.

All criteria, strands and assessment objectives are clearly explained by teachers to students at the beginning of the year and prior to any major assessment task. The purpose of this analytical description is for students to understand how criteria are related to the assessment process and how they connect to the development of important skills.

At the beginning of the school year, all teachers explain in detail to students how assessment takes place, with practical examples of aims, criteria and rubrics. A detailed handout outlining assessment criteria has been compiled and discussed with all academic staff and other stakeholders of the school.

### Formative and Summative Assessment

Subject teachers use both formative and summative assessment tasks.

Formative assessment is ongoing and supports the development of skills needed for summative assessment. It includes diverse activities, often differentiated to meet student needs. Formative tasks focus on specific criteria and strands, and feedback may be teacher-guided, peer-reviewed, or based on self-reflection.

Summative assessment takes place at the end of each unit of instruction and measures achievement of the statement of inquiry, unit objectives, and targeted criteria. Summative assessments may include essays, projects, oral presentations, experiments, and real-life problem-solving tasks. Teachers use a best-fit approach when awarding grades, ensuring that performance is evaluated fairly against descriptors.

## How We Collect and Analyze Data

Weekly academic staff meetings include discussions of assessment practices and results.

Class councils take place twice a year to review summative results before reports are issued.

Internal standardization is carried out in all subject areas with more than one teacher. For single-teacher subjects, teachers use MyIB resources and networks for moderation and feedback.

## How We Communicate Relevant Information

A scheduled parent-teacher meeting is held each term, with opportunities for both group and individual meetings.

Additional appointments can be arranged upon request.

Teachers are available via email during school hours.

Report cards include criterion grades, descriptors, and teacher comments on academic performance.

## Review of the Policy

This document will be reviewed collaboratively with all MYP staff in 2027.

## Resources

IBO. *DP: From Principles into Practice*, Cardiff: IBO. 2015

IBO. *MYP: From Principles into Practice*, Cardiff: IBO. 2014 (updated August 2022)

IBO. *Programme standards and practices*, 2020.

MYP *Subject Area Guides*

MYP Resources, IBO, <https://resources.ibo.org/myp> Accessed 4 November 2019.