



Assessment Policy – Secondary

At ISH our vision is to develop a community of caring, compassionate, honest, open-minded global citizens who enjoy learning in critical and creative ways.

We strive to develop a positive sense of self and engage with our world on a local and global scale.

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Table of Contents

International School Haarlem Assessment Policy	3
1. What are the types of assessment at ISH?.....	4
2. How are students summatively assessed and graded?	5
Assessment and Grading in the Middle Years Programme	5
<i>Internal (school-based) MYP Assessments</i>	<i>5</i>
<i>External MYP Assessments – MYP5.....</i>	<i>7</i>
Assessment and Grading in the Diploma Programme	8
<i>School-based assessment and standardisation</i>	<i>8</i>
<i>IB assessment and diploma requirements</i>	<i>9</i>
Incomplete student work	10
3. What are our agreed ways of working and expectations of each other?.....	11
4. How do we report student progress throughout the year?	13
<i>Fall Progress Report</i>	<i>13</i>
<i>Parent-Teacher Meetings</i>	<i>13</i>
<i>Mid-Year Progress Report</i>	<i>13</i>
<i>Parent-Teacher Meetings</i>	<i>13</i>
<i>Final Report</i>	<i>13</i>
5. How do we determine whether a student is promoted to the next year?	14
Middle Years Programme	14
Diploma Programme	15
Works cited	16

International School Haarlem Assessment Policy

The International School Haarlem strives to create a positive environment in which students are equally supported and challenged to achieve. ISH students work hard to reach their full potential as engaged, critical thinkers and develop as lifelong learners.

At ISH we believe that we can help students along this path by providing them opportunities to reflect on their knowledge and experiences through rich and varied assessment tasks. Assessment is therefore seen positively, as a tool for learning. It forms a crucial part of the student learning experience at ISH.

Teachers recognise that assessment tasks should allow students optimal opportunity to show what *they can do*. Teachers strive to design assessments which are appropriate to the learning and are fair and accessible to the students.

This policy explains:

1. [What are the types of assessment at ISH?](#)
2. [How are students summatively assessed and graded?](#)
3. [What are our agreed ways of working and expectations of each other?](#)
4. [How do we report student progress throughout the year?](#)
5. [How do we determine whether a student is promoted to the next year?](#)

The ISH assessment policy is reviewed annually by the pedagogical leadership team (MYP Coordinator, DP Coordinator and Head of Education) to ensure compliance with IB requirements. Edits or additions are presented to the staff, students and the participation council (Medezeggenschapsraad; MR). It is also subjected to two yearly review by the Senior Management Team and MR.

Comments or questions about the assessment policy should be directed [Kate Lupson](#), (MYP Coordinator) and [Stavros Melachroinos](#) (DP Coordinator).

1. What are the types of assessment at ISH?

At ISH we make use of several types of assessment to help guide the learning process:

Pre-assessment: *Before a unit/topic, assessing prior knowledge or student interest*

We recognize that our students come from all over the world and have studied in many different educational environments. Therefore, their knowledge of certain topics may differ widely. Teachers may thus make use of a pre-assessment to decide what level of scaffolding or extension students need on a topic. This allows us to more effectively target our instruction.

Formative assessment: *A supportive process to help students and teachers understand how the student is progressing in their knowledge*

We believe that assessment is an important part of the learning process. Formative assessment can happen informally or formally and range from observations during lessons to homework to formal feedback on pieces of work from both peers and teachers. Formative assessment **informs** students and teachers as to the development of a student's understanding. Students can use formative assessment and feedback to improve their understanding of the assessment criteria; teachers can use formative assessment to make further decisions about instruction.

Formal moments of formative assessment will be logged in ManageBac in **GREEN**.

Summative assessment: *An opportunity for students to formally showcase their understanding of concepts, knowledge, and skills*

We believe that students benefit from authentic opportunities to develop and display their knowledge. Summative assessment is the **sum** of the student's knowledge. Students receive a grade for a summative assessment.

Summative assessments will be logged in ManageBac in **BLUE**.
Students will have two weeks' notice before a summative assessment so they can prepare.
Summative assessments will always be graded using the IB assessment criteria and rubrics.

In addition to more formal assessments, students may also be set homework. In MYP1 and MYP2 we work with a homework calendar, to help students plan and manage their workload and to ease their transition from primary.

Homework will be logged in ManageBac in **MAROON**.

2. How are students summatively assessed and graded?

At ISH we believe learning occurs best when it is set within a context and there is deep, conceptual understanding, not just mere repetition of facts. We therefore strive to make our assessments relevant and balanced. Students will experience many different types of assessments, from presentations and projects to tests and portfolios. The following sections explain how students are assessed and graded in the two programmes in our secondary department.

Assessment and Grading in the Middle Years Programme

Students in the MYP1-5 are assessed **internally**, which means that our teachers at ISH design, administer, mark, and standardize the assessments. Teachers plan their assessments by looking at the concepts, content, and skills laid out in the IB MYP subject guides for their subject. Students in MYP5 are also assessed **externally**, which means that they are assessed by the IB.

Internal (school-based) MYP Assessments

In every MYP subject, students are assessed in multiple criteria, representing the whole of the various competencies within a MYP subject. They are:

	A	B	C	D
Language and Literature <i>English, Dutch</i>	Analysing	Organising	Producing text	Using language
Language Acquisition <i>English, Dutch, French, Spanish</i>	Listening	Reading	Speaking	Writing
Individuals and Societies <i>Integrated History, Geography, and Economics</i>	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences <i>Integrated Biology, Chemistry, and Physics</i>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics <i>Standard and Extended</i>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts <i>Visual Arts, Drama, and Music</i>	Investigating	Developing skills	Creating/performing	Evaluating
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating

The four criteria per MYP subject are equally weighted and form the full conception of a student's progress in a subject. Each criterion is assessed against a rubric with a maximum score of 8 for each criterion.

A generic rubric for each criterion can be found on ManageBac, attached to the assignment. Teachers also provide a task-specific rubric, which either breaks down the language of the rubric into language students can understand or explains exactly what the students have to do to achieve the indicated level on the rubric. Students are expected to familiarize themselves with the rubrics for their assessments.

Students will be assessed in each MYP criterion **at least twice** per subject group over the course of the year.

Teachers look holistically at a student's performance and use a best fit approach to determine a final mark per criterion that represents the student's best sustained effort on

The student will therefore have four final marks, each out of 8, for an MYP subject. These are the criterion marks: A, B, C, D. These four final marks are then added together and mark bands are used to arrive at the final grade, out of 7, for a subject, as shown in the following table:

Final Grade	Band	Descriptor
1	1-5	<i>Produces work of very limited quality.</i> Conveys many significant misunderstandings or lack of understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	<i>Produces work of limited quality.</i> Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	<i>Produces work of an acceptable quality.</i> Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	<i>Produces good-quality work.</i> Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	<i>Produces generally high-quality work.</i> Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	<i>Produces high-quality, occasionally innovative work.</i> Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	<i>Produces high-quality, frequently innovative work.</i> Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

Students are expected to take part in all assessments assigned to their class. Sometimes extenuating circumstances (such as prolonged illness or a late start to the school year) result in a student having missed an assessment. This could result in a final grade of N/A.

If there are no clear extenuating circumstances for missed work the subject teacher or form tutor will speak with the student and contact the parents to try to find a timely and appropriate solution. If this is unsuccessful, student will receive a 0 for the assessment. Students are still expected to make up work that has received a 0.

Further discussion of final grades can be found in [section 5](#).

External MYP Assessments – MYP5

International School Haarlem is proud to offer its MYP5 students a chance to earn the official IB MYP Certificate, which is an external recognition of the great work they've done throughout their career in MYP and can be used as a leaving certificate for those who will not continue to the DP. It forms a part of students' official academic record.

There are three components to the IB MYP Certificate:

1. Completion of the school's Service as Action programme
2. Completion of the Personal Project (see PP guide)
3. Completion of the eAssessment

Service as Action is done throughout a student's career at ISH. For more information about the requirements, please see the Service as Action guide.

The Personal Project is begun in the spring of MYP4 and finished in the winter of MYP5. It is an independent project of the student's choosing, which they undertake under the supervision of the Personal Project Coordinator and a direct supervisor. For more information, please see the Personal Project guide.

The MYP eAssessment consists of 6 exams and an ePortfolio:

1. Language & Literature (English)
2. Language Acquisition (French, Spanish, Dutch) or Dutch Language & Literature
3. Integrated Humanities (I&S)
4. Integrated Sciences
5. Mathematics (Standard, Extended)
6. Interdisciplinary (combining two subjects from groups 1,3,4,5 on a rotating schedule)
7. ePortfolio (Visual Arts, Music, Theatre, Design)

The ePortfolio in the Arts/Design takes place over a few months in the spring of MYP5 during class time.

Exams occur in May. These may fall in the May vacation or the Ascension Holiday. A schedule is published one year in advance.

To be eligible for the MYP Certificate, students must successfully complete all 7 components of the eAssessment (6 exams and 1 portfolio), plus the Personal Project and Service as Action. In principle, all MYP5 students are enrolled in the MYP eAssessment with the goal of earning the MYP Certificate.

In special cases (such as a student whose English is not yet strong enough to take English Language & Literature), students will be enrolled in the MYP eAssessment for course results only. This is also official documentation from the IB but indicates that the student did not complete *all* the components of an IB MYP education.

All students must complete a Personal Project.

The Personal Project, each exam and the portfolio are graded out of 8. A grade of 5 can also be thought of as “5 points.” To earn the MYP Certificate students must have:

- No grade below 3
- A total of 28 points (from 6 exams, 1 portfolio, and 1 Personal Project, each graded out of 8)

Students who take both English and Dutch Language & Literature are eligible for a Bilingual MYP Certificate. If they take ELL, DLL and a Language Acquisition course, the highest two scores will count towards their points total.

Results are published in September and students receive their Certificates in October. Students who leave the school will receive their Certificates by mail.

Detailed presentations will be held for parents of MYP4 and MYP5 students to explain this external assessment in MYP.

Assessment and Grading in the Diploma Programme

School-based assessment and standardisation

The ISH teachers assign summative assessment tasks to students during the two DP years, assess the tasks internally and standardise them *as* needed. Teachers develop these tasks according to the requirements of the DP curriculum, as prescribed by the DP guides. The summative assessment results contribute to the term grades to monitor progress in DP and promote students from DP1 to DP2. Student work is the direct evidence of achievement against the IB requirements. The assessment results should aim to reflect student ability of the specific DP subjects. The report grade given by the ISH teachers each term should also reflect the student ability at that point in time.

At ISH we use the following standards published by the IB to determine the term grades:

- Each subject is graded 1–7, with 7 being the highest grade. Grades can be thought of as “**points**” (that is, 7 points for a grade 7, 6 points for a grade 6, and so on).
- The grade descriptors of each DP subject group. The grade descriptors indicate the achievement at each grade (1 to 7) for a group of subjects. The descriptors may refer to specific groups, but they are similar across all groups.

- The relevant DP subject criteria for the different assessment components. The subject criteria are derived from the course aims and objectives. The DP subject guides contain detailed information about the subject criteria.
- The weighting (%) for the different assessment components. The weighting indicates how IB internal and external assessment contributes to the final subject grade (1 to 7). This information is specified for each subject in the DP guides.
- The latest available May examination session grade boundaries. These are matrices that convert achievement from all assessment components of a subject to a single grade (1 to 7).
- The Extended Essay (EE) and Theory of Knowledge (ToK) matrix. Achievement on both EE and ToK is indicated with **letters** from A to E. The following matrix maps the letters to the combined points that students can achieve.

	ToK					
	Grade awarded	A	B	C	D	E or N
EE	A	3	3	2	2	Failing condition
	B	3	2	2	1	
	C	2	2	1	0	
	D	2	1	0	0	
	E or N	Failing condition				

- The overall maximum points from subject grades, TOK and the EE is therefore $45 = 6 \times 7 + 3$.
- There are no grades/letters awarded for creativity, action, service (CAS), but active participation and meeting the CAS learning expectations are requirements for promotion from DP1 to DP2.

For the DP subjects the assessments are cumulative. The nature of the DP subjects can vary considerably and thus each of the DP subjects will provide an overview of the assessment and grading process, which will be included in the Programme of Assessments and Examinations (PAE). The PAE will also include the IB information regarding DP assessments, an overview of the various assessments per subject and a calendar overview of all summative assessment deadlines.

Assessment results for DP subjects which are taught/facilitated by two or more teachers will be standardised. The involved teachers will choose three samples from their class (high-average-low grade) and negotiate the grading process until they reach shared standards. Standardisation sessions are scheduled throughout the year during allocated collaborative planning meeting times.

IB assessment and diploma requirements

At the end of DP2, IB awards diplomas to students who have met the IB assessment requirements. IB assessment consists of internally and externally assessed components that are submitted to IB. IB will not award the IB diploma to students who have not submitted all the relevant assessment components.

- **Internal assessment (IA).** DP subjects have IB mandatory components that are internally assessed by the ISH teachers and externally moderated by IB moderators. The students conduct their IA work under their ISH teachers' guidance, who continuously monitor student work for academic integrity issues.
- **External assessment (EA).** Several IB mandatory components are externally assessed by IB examiners. These components include examination papers taken during the IB official examinations in May and November and coursework that students complete during their DP studies.

IB awards the diplomas to a student who successfully meets the following assessment requirements:

- The student must study at least six subjects, plus the three core subjects (EE, TOK and CAS).
- The student must choose 3 (or 2) Standard Level (SL) and 3 (or 4) Higher Level (HL) subjects.
- The student must accumulate no fewer than 24 points from assessment in these subjects.
- CAS requirements have been met.
- There is no “N” awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The student has gained 12 points or more on HL subjects. (For students who register for four HL subjects, the three highest grades count.)
- The student has gained 9 points or more on SL subjects. (Students who register for two SL subjects must gain at least 5 points at SL.)
- The student has not received a penalty for academic misconduct from the Final Award Committee.
- The student must meet all of the requirements within a maximum of three examination sessions.
- A student who takes the diploma in multiple languages may be eligible for a bilingual diploma.

(“Diploma Programme Assessment procedures 2021”)

Incomplete student work

If there are no clear extenuating circumstances for missed work the subject teacher or form tutor will speak with the student and contact the parents to try to find a timely and appropriate solution. If this is unsuccessful, the work will be recorded as incomplete (INC). It should be clear that ultimately the student is responsible for handing in their work and that they recognise that an INC mark/grade is an automatic failing grade.

Further discussion of final grades can be found in [section 5](#).

IB assessment and national requirements

The Dutch government requires all schools to provide education that enables students to be awarded a secondary school qualification. ISH, as a member of the Dutch International Secondary Schools (DISS), complies with this requirement and enables students to be awarded the complete DP diploma. The Dutch government does not have any further mandates, such as assessing students and reporting achievement using particular standards and norms.

3. What are our agreed ways of working and expectations of each other?

Everyone in the school community has a role to play in ensuring that our students are able to best showcase their abilities and use assessment as a learning tool. Parents, for example, are encouraged to make use of ManageBac to see how their children have done in assessments and help them plan for upcoming assessments. Please also closely read the following chart with your children:

Ways of Working	Our Expectations of the Student
Tasks & ManageBac	<ul style="list-style-type: none"> • Keep track of your ManageBac calendar so you know what assessments are coming up. Inform your form tutor if your ManageBac calendar is too busy – you should have no more than 3-4 assessments in a week and never more than 2 on one day. • Plan ahead so that you are not overwhelmed by what you have to do. You might want to break assessment tasks up into smaller bits for yourself! • Every assessment has a rubric. The rubric is always posted on ManageBac. It is your responsibility to read the rubric on ManageBac so you understand how you will be graded. • If you need to upload your work, you must do it by the deadline. Upload a PDF of your work to ManageBac (not Google Classroom).
Missed or Late Work	<ul style="list-style-type: none"> • If you know you are going to be absent for an assessment, you must inform the teacher in advance and make a plan for when you will do the work. You should send an email to your teacher to tell them you will miss the assessment and suggest make-up times after school. • If you are absent the day of an assessment, your parents must post an explanation of your absence on ManageBac. Unexcused absences on the day of an assessment may result in a 0. • If you are absent, it is your responsibility to contact the teacher about making up the work. You should contact the teacher the week of the assessment. Work should be made up within two weeks, except when there are extenuating circumstances. • If your work is late but there is a valid excuse, your parents must explain this. Under these circumstances or in agreement with the teacher, lateness is excused. • Late work must be handed in within 48 hours of the deadline unless you have made another agreement with the teacher. • Missed or late work without valid excuses will result in consequences (see behaviour policy). Late work handed in beyond the 48 hours grace period may result in a 0. If the teacher has access to partially completed work, they will grade that work as if it were complete. • All work assigned within a term must be handed in within the term. If it is not and the student has not made arrangements with the teacher, the grade will be 0.
Marks & Returned work	<ul style="list-style-type: none"> • The student will read feedback and look for ways to improve on future assessments. • Students should keep an organized portfolio of their work per subject. Digital work is organized into a portfolio on ManageBac. Students should organize their paper-based assignments as well.

Not only do we have expectations for how our students will deal with assessments, we also place expectations on the teacher. This is important information for students to know as well, so we suggest parents read through it with their children:

Ways of Working	Our Expectations of the Teacher
Tasks & ManageBac	<ul style="list-style-type: none"> • We work with an assessment calendar to ensure that the students are not overburdened with assignments. Teachers collaborate on the assessment calendar to ensure that students have no more than 3-4 assessments in a week and no more than 2 assessments a day. Exceptions <i>may</i> be made if there is a “no prep” assessment. • Summative tasks will be posted at least two weeks in advance of the date of the assessment. It is the students’ responsibility to monitor ManageBac to plan, but it is good practice to <u>inform</u> the students when assessments are scheduled. • Every summative task will be posted in ManageBac in BLUE. • The title of the task on ManageBac will state the class name and the assessment criteria. <ul style="list-style-type: none"> ○ Ex: VA Crit D: Bee Yourself • If a task requires <i>no</i> work at home (so no studying or preparation) and will be done <i>entirely</i> in class, this will be indicated in the title of the task. <ul style="list-style-type: none"> ○ Ex: PHE – NO PREP, Crit C: Badminton performance • The body of the task will <u>explicitly</u> state what the student needs to know or do for the task. Teachers will make clear the expectations or word limits of an assignment. • Teachers will provide students with <i>task-specific</i> rubrics. • If there is a document the students need to read for the task it will either be a linked Google Doc or a PDF. Posting materials as a Word doc is not allowed. •
Missed or Late Work	<ul style="list-style-type: none"> • When a student has missed an assignment or is late with work, the teacher must log this behaviour on ManageBac, which will alert the form tutor. The form tutor monitors for patterns of behaviour. • The teacher reserves the right to ask the student to complete the missing work in class or after school (parents given 48 hours’ notice). • If the teacher has not been contacted by the student within two days, the teacher will inform the form tutor and parents of the missed/late work to ask for an explanation and set a clear expectation that the work must be made up or could result in a 0 unless there are extenuating circumstances.
Marks & Returned work	<ul style="list-style-type: none"> • Teachers periodically discuss student work in collaborative planning meetings to ensure that we are all marking in the same way. • The teacher will return marked work to the students within a timely manner. • Grades are logged on ManageBac. • Feedback will be provided to the students. This could be general class feedback, specific comments written on the student work, or comments logged on ManageBac.

4. How do we report student progress throughout the year?

Marks on assessments are available for students and parents to see in real time via ManageBac. Parents are encouraged to regularly check ManageBac to monitor their student's progress. Beyond that, we have identified a number of times throughout the year where we will report on student progress:

First Progress Report

This report will be released to families via ManageBac after the first term and provides interim grades out of 7 for each subject. In cases where not every criterion has yet been assessed, the student will receive a grade of NA for the subject.

This report will be accompanied by a comment from the form tutor about the student's general progress.

Parent-Teacher Meetings

Families can meet with teachers following the issue of the first progress report to discuss their child's progress in various subjects. Students are invited to attend with their families.

Mid-Year Progress Report

This report will be released to families via ManageBac after the second term and provides interim grades out of 7 for each subject. In cases where not every criterion has yet been assessed, the student will receive a grade of NA for the subject.

This report will be accompanied by a reflection by the student about their progress and goals for the remainder of the year.

This report will be also accompanied by comments from the teachers about the student's progress.

Parent-Teacher Meetings

Families can meet with teachers following the issue of the second progress report to discuss their child's progress in various subjects. Students are invited to attend with their families.

End-of-Year Report

This report will be released to families via ManageBac in late June/July and provides final grades out of 7 for each subject, as well as subject comments.

In addition to these reporting moments, ISH holds various workshops throughout the year to help families understand the Middle Years / Diploma Programme and how assessment works at ISH.

5. How do we determine whether a student is promoted to the next year?

For a discussion of how grading works at ISH, please see [section 2](#).

It is our goal that each student is placed in the appropriate year level where they can flourish. For this reason, we have developed promotion criteria. In order to be promoted to the next year at ISH, students must have:

Middle Years Programme

- all final grades above 2
- no more than two final grades below 4
- completed the school's requirements for Service as Action (see SA policy).

Requirements for choosing subjects in the Diploma Programme

MYP5 students promoted to DP1 must also have a DP package of at least 3 Standard Level (SL) and 3 Higher Level (HL) subjects, with the following requirements:

All subjects chosen in the DP package

- a final grade of at least a 4 for a subject to take that subject at SL
- a final grade of at least a 5 for a subject to take that subject at HL.

DP Group 2 language (language acquisition) subjects

<i>If at the end of MYP5, the student has completed a language at the following phase</i>	<i>Then at the beginning of DP1, the student could attend the following subject/level¹</i>
Phase 1	Ab initio
Phase 2	Ab initio (in rare cases) Language B SL
Phase 3	Language B SL
Phase 4	Language B SL/HL
Phase 5	Language B SL /HL Language A: literature SL Language A: language and literature SL
Phase 6	Language A: literature SL/HL Language A: language and literature SL/HL

¹ Teachers will determine/strongly advise on the most appropriate subject/level based on individual circumstances.

DP Group 5 mathematics subjects

DP mathematics subject/level	Requirements
Applications and interpretation SL	A promotional report in MYP
Applications and interpretation HL	An end-of-year grade greater than or equal 6 (out of 7) and a minimum mark in criterion A for <ul style="list-style-type: none">• MYP5 standard mathematics: 6 (out of 8)• MYP5 extended mathematics: 5 (out of 8)
Analysis and approaches SL	An end-of-year grade greater than or equal 5 (out of 7) and a minimum mark in criterion A for <ul style="list-style-type: none">• MYP5 standard mathematics: 5 (out of 8)• MYP5 extended mathematics: 4 (out of 8)
Analysis and approaches HL	An end-of-year grade greater than or equal 6 (out of 7) and a minimum mark in criterion A for <ul style="list-style-type: none">• MYP5 extended mathematics: 5 (out of 8)²

Diploma Programme

DP1 students promoted to DP2 must successfully meet the following requirements.

- at least 24 points for the six (excluding the additional) chosen subjects
- at least 12 points in the three HL subjects (for four HL subjects, the three highest grades count)
- at least 9 points in the three SL subjects (5 points in case of two SL subjects)
- no grade 1 awarded in a subject/level
- no more than two grade 2s awarded (SL or HL)
- no more than three grade 3s or below awarded (SL or HL)
- a minimum of D in the Theory of Knowledge and Extended Essay
- met the necessary creativity, activity, service (CAS) requirements.

Further information about promotion

Students in MYP and DP who have not met the minimum requirements for promotion will be asked to repeat a year when the student may benefit from developing their learning with a repetition of the year. Students who have not met the promotion criteria are reviewed as part of a whole staff/department evaluation. Parents are invited to explore the evidence regarding promotion with the senior leadership team, which reviews all promotion decisions.

² Teachers will consider individual cases of MYP5 standard mathematics students attending the subject, if a student has an exceptional end-of-year report in mathematics.

Students who have not met the minimum requirements for promotion but who have learning support or languages issues will be considered for promotion if they have shown sufficient progress and it is determined by the senior leadership team and learning support team that promotion to the next year is in the best interest of the student.

A student may only repeat a year once. It is not possible to repeat two consecutive years.

We encourage families to stay up-to-date on their child's progress through the use of ManageBac and reach out to the Form Tutor if there are concerns. If a student is at risk of not being promoted, parents will be informed after the second progress report. Guidance or supportive steps will also be discussed at this point in order to increase the student's promotion success.

Questions about the promotion policy should be directed to [Mrs Hannah Mansbridge](#), Head of School - Education.

Works cited

"Diploma Programme: From Principles into Practice." International Baccalaureate Organization, 2015.

"Diploma Programme Assessment procedures 2021." International Baccalaureate Organization, 2021.

"Middle Years Programme Assessment procedures 2021." International Baccalaureate Organization, 2020.

"MYP: From Principles into Practice." International Baccalaureate Organization, 2014.