



H-FARM INTERNATIONAL SCHOOL

Assessment Policy

2026-2027 Academic Year

Table of Contents

1. Mission Statement.....	2
2. Purpose of the document.....	2
3. Assessment philosophy.....	2
4. Aims of Assessment in our IB Programmes (PYP, MYP, DP).....	3
Aims of Assessment in the PYP.....	3
Aims of Assessment in the MYP.....	4
Aims of assessment in the DP.....	4
5. How do we assess and collect data.....	4
Formative assessment across the programmes.....	4
Assessment in the PYP.....	5
Summative assessment in the MYP.....	8
Summative assessment in the DP.....	10
6. Recording, Reporting & Feedback.....	10
PYP- Recording, Reporting & Feedback.....	10
MYP Reporting, recording & feedback.....	13
DP reporting, recording & feedback.....	15
Marking and Grading.....	15
Internal Assessments.....	16
External Assessments.....	16
7. Academic Integrity.....	17
8. Review cycle.....	18
9. References:.....	18

1. Mission Statement

At H-FARM International School Vicenza, we are committed to empowering students to become successful lifelong learners in today's diverse global society. In a warm, stimulating learning environment, we support the potential of every child to become knowledgeable, proactive, curious students and internationally-minded citizens.

2. Purpose of the document

This assessment policy is intended to provide an overview of assessment practices at H-FARM International School Vicenza (from now H-IS Vicenza). It is written in line with the principles and philosophy of the International Baccalaureate (IB). The policy outlines our school's approach to assessment, including the rationale, principles, and procedures that guide our practices. This document defines how assessment supports student learning, informs teaching, and reflects our commitment to fairness, consistency, and academic integrity in a supportive and inclusive environment.

3. Assessment philosophy

It is our aim that assessment within the International Baccalaureate (IB) Programmes at H-IS Vicenza should:

- be a non-threatening, integral part of teaching and learning
- relate to Approaches to Learning and the Learner Profile
- be a planned part of the written curriculum before
- be referenced to subject-specific success criteria
- be used diagnostically to inform planning for groups and individuals
- be used to inform curriculum evaluation and development
- promote reflection by involving students, teachers, and parents
- draw upon a range of assessment tools and strategies
- be used to monitor and report on progress

We assess

- To inform learning and teaching
- To gather and analyze information about learners' learning to inform teaching practice
- To identify what learners know, understand, and can do at different stages in the learning process.
- to understand what constitutes learning and how to support it, and is meaningful to all members of the learning community.
- To build their learner identity by setting goals for their learning and engaging in making decisions about what they need to do to achieve these goals.
- To inform parents about the learning goals their child is working towards and the progress their child is making.

Characteristics of effective assessment: (Adapted from Clarke 2012).

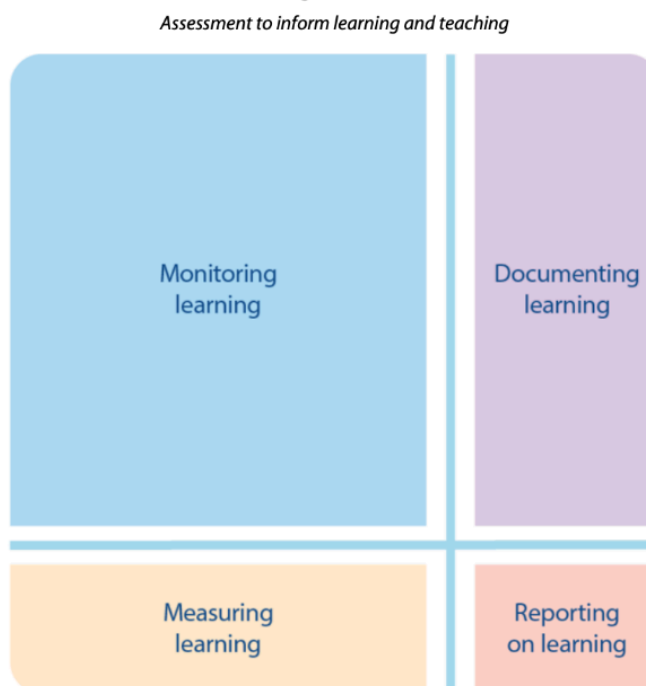
- Authentic: It supports making connections to lived experiences to promote learner engagement.
- Clear and specific: This includes desired learning goals, success criteria, and the process learners use to learn.

- Varied: It uses a wider range of tools and strategies that are fit for purpose in order to build a well-rounded picture of learner learning.
- Developmental: It focuses on an individual learner's progress rather than their performance in relation to others. It respects that each learner is on a personal learning journey.
- Collaborative: It engages both teachers and learners in the assessment development and evaluation process.
- Interactive: Assessment encompasses ongoing and iterative dialogues about learning.
- Feedback to feedforward: It provides feedback on current learning to inform what is needed to support future learning (Hattie & Timperley, 2007) and raises learners' motivation.

4. Aims of Assessment in our IB Programmes (PYP, MYP, DP)

Aims of Assessment in the PYP

- Monitoring learning
- Documenting learning
- Measuring learning
- Reporting on learning



Culture 5.2: 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)

Aims of Assessment in the MYP

- Inform students about their level of educational achievement and progress
- assist students in independent planning of their development
- motivate students to continue to work
- provide parents (legal guardians) and teachers with information on the progress, difficulties and special talents of students
- enable teachers to improve the organisation and methods of teaching and educational work.

Aims of assessment in the DP

- Support and encourage student learning by providing feedback on the learning process
- Inform, enhance and improve the teaching process
- promote positive student attitudes towards learning
- promote a deep understanding of subject content
- promote the development of critical and creative thinking skills
- prepare students for their final exams and internal assessments
- provide data for reports and predicted grades

5. How do we assess and collect data

At H-IS, we use a variety of teaching and learning styles, so we use a variety of assessment strategies, including observations, performance tasks, process-focused assessments, selected responses, and open-ended tasks. We also use a variety of assessment tools such as rubrics, exemplars, checklists, anecdotal records, and continuums.

Formative assessment across the programmes

At H-IS Vicenza, formative assessments are assessments for learning, carried out during the learning process to give students and teachers feedback on progress. Its purpose is to identify strengths and areas for growth, guide teaching, and help students improve before summative assessment. It may include observations, quizzes, drafts, reflections, discussions, or peer/self-assessment, and is always aligned with IB criteria and frameworks so that students clearly understand expectations and can build toward them.

Formative assessment includes all feedback and comments provided in oral or written form to students by their teachers.

At H-IS Vicenza, formative assessment is a significant part of the assessment process and takes place on many occasions of the educational process. Formative assessment offers:

- oral feedback to the current tasks or/and
- written/graded feedback referring to the students' performance against specific criterion (criteria) or/and rubrics
- self and peer assessment that offers students the opportunity to reflect on the quality of their work and to take greater responsibility for their learning. They enable students to express their thoughts and opinions and to explain them to others. Self and peer assessment stimulates students' involvement in the learning process and promotes the development of IB Learner Profile characteristics: students become more reflective and principled, they also become better thinkers and communicators.

Students are responsible for taking such feedback and reflection upon how to improve their work. Effective and meaningful feedback is:

- Criteria specific
- Task specific
- Timely
- Goal-oriented and tactful
- Detailed in regard to challenges and strengths
- Related to specific measurable expectations
- Clearly communicated in a way that the student can access

In the DP, graded formative assessments are weighted at 20% of the students' reported grade in an effort to mimic the Internal Assessment component of each course.

Assessment in the PYP

Ongoing assessment is central to the Primary Years Programme (PYP) goal of thoughtfully and effectively supporting learners through the acquisition of knowledge and skills and the development of conceptual understanding, and the approaches to learning. Teachers monitor their students' progress using a variety of formative assessment strategies. They are free to use their own preferred recording systems for such things as completion of assessment tasks, test scores etc.

Learners and teachers can document learning goals, questions, reflections, and evidence of learning using a variety of formats:

- learning logs or journals: These are used to record feedback and reflections of ongoing learning.
- learning stories: narratives that document an instance when the learner shows knowledge, conceptual understandings or skills.
- portfolios: a collection of artefacts that can also contribute to reporting.

Documentation tools could include exemplars, checklists, rubrics, anecdotal records, and

portfolios.

Beginning	Begins to show some understanding of the knowledge, concept or skill, but requires substantial support in understanding and applying the concepts covered in this area.
Developing	Shows a basic understanding of the knowledge, concept or skill in a range of ways. The student is gradually developing autonomy. S/He can work independently in some areas, but continues to need some support in fully understanding and applying the concepts successfully.
Consolidating	The student is consolidating learning. S/he shows a clear understanding of the knowledge, concept, or skill with original or elaborated approaches and meets expectations.
Extended	The student has developed strong proficiency. S/He independently uses knowledge, concept or skill with original or elaborated approaches. S/He demonstrates the ability to apply learning to a higher level of understanding.

'There are no year level expectations in a series of achievement standards. No one is at, on, above, or below expectations. Every student is simply at a level of development defined by what learning is developmentally appropriate.' (Griffin 2009)

At the beginning of the academic year, teachers discuss, review, and agree to adhere to essential agreements regarding assessment.

PYP Units of Inquiry

- Teachers use a variety of methods to assess prior knowledge and understanding at the start of a new unit.
- Summative and formative assessments, using a variety of strategies and assessment tools, are carried out throughout the unit to monitor students' development and understanding of the five essential curriculum elements (knowledge, skills, concepts, attitudes, and action).
- Students have various opportunities throughout a unit of inquiry to be involved in assessment and reflect on their learning (portfolios, conferences, learning stories, self-assessments, peer assessments).

PYP- English Language

- Each teacher has a class continuum based on the PYP language scope and sequence document, which records students' progress in the areas of reading, writing, speaking and listening and viewing, and presenting. This is passed on to the next class teacher at the end of the school year. Teachers use this record to indicate both when learning goals are attained and when they are felt to be secure.

- An entry test is undertaken at the beginning of the school year in order to gather data regarding the level of the students in the areas of reading, writing, speaking, and listening.
- An independent writing assessment task is undertaken once a unit and is assessed according to the PYP scope and sequence phases. Twice a year, these pieces of writing are moderated in collaboration (staff meetings to be allocated), with assessments recorded and retained. Throughout the year, there are ongoing formative assessments and monitoring of writing skills. Students write a variety of text types.
- Students engage in the process of reading from the earliest stages of development and are exposed to a variety of text types. Students are encouraged to interact with a variety of texts in different contexts from the beginning of their learning journey at H-IS. When ready, students use a variety of levelled readers to support the teaching of reading as they move through the whole school. Students progress to the next level when a teacher feels that they are reading accurately, confidently, and fluently, showing good understanding of the text.
- Each teacher listens to students' reading regularly and records progress in an individual reading record; this goes home with reading books and can be filled in by parents, teachers, and students. At the end of the school year, a summary of reading progress is passed on to the next teacher, stating the current reading level and commenting on any significant strengths and/or areas of concern.
- In addition to formative reading assessments through regular reading, teachers may also choose to assess phonics awareness, decoding skills, awareness of high-frequency words, and reading comprehension skills. The tools and strategies for this are at the teacher's discretion, but with the PYP Scope and Sequence forming the guidance for the process and informing the next stage of the learning.

PYP- Italian Language

- An entry test is undertaken at the beginning of the school year in order to gather data regarding the level of the students in the areas of reading, writing, speaking, and listening.
- Each teacher has a class continuum based on the PYP language scope and sequence document and the guidelines provided by the Ministry of Education, which records students' progress in the areas of reading, writing, speaking and listening and viewing, and presenting. This is passed on to the next class teacher at the end of the school year. Teachers use this record to indicate both when learning goals are attained and when they are felt to be secure.
- The assessment tests relating to written production shall be of both formative and summative character. The frequency and type of these assessment tests vary according to the different school grades. Summative tests can be stored in each student's notebook, class folder, or individual portfolio.

- Twice a year, independent writing works are moderated in collaboration (staff meetings to be allocated), with assessments recorded and retained.
- Students approach reading by exploring a variety of literary styles and textual typologies right from the start.
- Each teacher regularly observes the students' reading and comprehension skills, using, at their own discretion, different tools and strategies. During the mid- and end-of-school evaluations (Reports), they indicate the level of competence achieved.

PYP- Mathematics

- Each teacher has a class continuum based on the PYP mathematics scope and sequence document, which records students' progress in the areas of number, measurement, pattern and function, shape and space and data handling. This is passed on to the next class teacher at the end of the school year. Teachers use this record to indicate when learning goals are attained and finally when they are felt to be secure.
- An entry test is undertaken at the beginning of the school year in order to gather data regarding the level of the students in the areas of number, function, and pattern.
- Teachers regularly assess formatively. Timing and methods of formative assessment in mathematics are at the discretion of individual teachers and are organized according to students' learning styles and needs.
- Summative assessments take place at the end of each unit of inquiry (either standalone or embedded into the transdisciplinary unit of inquiry) to inform reporting. Twice a year, these assessments are moderated in collaboration (staff meetings to be allocated).
- Times tables are tested weekly from Year 2 onwards.

Summative assessment in the MYP

This form of assessment is used for most assignments. It serves to evaluate students' level of achievement and provides them, as well as their teachers, with information on progress made during the course. Summative assessment is based on MYP prescribed criteria for each subject group.

Students may be graded for the following tasks against IB MYP assessment criteria:

- multi-unit assignments: such as projects, investigation (essays, test, class work, cross-curricular assessment tasks)
- single-unit assignments: such as written works like reports, essays; different text types assessed, unit assessment tasks (topic tests) both oral and written, group work (synthesis of material), papers on an extensive batch of material

- other tasks throughout a unit like for instance short tests and other forms of written and oral tasks concerning current material.

Each type of assignment or test is accompanied by information on specific assessment criteria, knowledge and skills that are to be assessed to ensure that students are aware of what and how they are assessed.

Formative and Summative assignments are marked / graded accordingly.

Teachers are required to use the MYP criteria rubrics and adhere to the level descriptors as defined in each subject guide. Grading is qualitative more than quantitative and endeavours to record student's progress in regard to their holistic understanding. When determining criteria related achievement levels on summative assessments, teachers use the 'best fit' grading process.

Step 1: Grading the assessment strands

- Choose the first strand of the criterion that is being assessed; then the subject teacher moves through each level descriptor band until they reach a statement that describes the student's level of achievement.
- Teachers then repeat this process for each strand of the criterion being assessed.

Step 2: Determining the overall criterion grade

- If most or all strand descriptors of the student's work lie within the same achievement level, teachers award that achievement level for the criterion.
- In the event that the descriptors are distributed across multiple achievement levels, teachers use their professional judgement and a holistic approach to select the appropriate level (0 or 1–8) that, overall, best matches the student's work.
- This approach does not require students to meet every strand of a criterion in order to be awarded a specific achievement level or progress to the next level.

Step 3: Reporting 'best fit' grades

- Once teachers have determined the grade for the criteria assessed in the task for each individual student, this is recorded in ManageBac.
- On report cards, when criteria has been assessed more than once over the course of multiple tasks throughout the year, teachers determine a best fit grade for each criterion.
- Best fit grades are not averages of summative grades. Instead, best fit grades for criteria are based on teachers' professional judgement, with consideration weighted to the most common or recent achievement levels earned by the student.

Summative assessment in the DP

Summative assessments at H-IS Vicenza are defined as assessments directly contributing to term grades, predicted grades and internal assessment grades. They are conducted primarily in the form of paper based exams and also in the form of in-class unit tests, projects and internal assessment tasks. The weighting of the internal assessment grade varies between one subject area to another. The main goal of summative assessment is to give the students the opportunity to demonstrate what they have learned. Summative assessment gives students, parents and teachers valuable information about a pupil's overall performance at a specific point in their learning.

In the DP, school-based summative assessments usually occur at the end of a completed unit/topic whilst external summative assessments include all internally assessed, externally moderated, pieces of coursework as well as all other externally assessed work and exams.

Summative assessments measure student performance against DP criteria as outlined in the relevant subject guide for each subject. Teachers are expected to be familiar with the externally assessed components of their course and make use of them during internal summative assessments.

Summative assessments at the end of a unit or topic will typically be conducted through the use of past paper questions in an exam style setting and should be directly related to the assessment objectives and mark bands as outlined in the relevant subject guide.

6. Recording, Reporting & Feedback

PYP- Recording, Reporting & Feedback

- Students' progress is reported on regularly throughout the year in the form of written reports and conferences. See attached table for a complete overview.
- Feedback is clear, realistic, transparent and honest
- Comments incorporate areas for development
- ATL (approaches to learning skills) and IB LP (Learner Profile) attributes are personally evaluated and commented on for each student
- Opportunities for students and parents to be involved as partners in this process are provided

PYP- Conferences

- **Parent-Teacher:** parents are invited to discuss their students' progress and areas for development with the class teacher and single subject teachers according to the table below.
- **Student-Teacher:** students regularly review their work with their teacher and even with their peers to assess their progress and achievement
- **Teacher-Teacher:** twice a year, teachers moderate assessments for English, Italian, and Maths.
- **Student Led Conference (PYP1-PYP5):** At the end of each year, there is a Student Led Conference, which is a meeting between students and their parents, seen as a celebration of learning across the school. During this meeting, the students share and explain their portfolios, share and explain activities, events, and learning in both the classroom and other areas of the school as appropriate, and reflect on their year's progress. Teachers are present during the conference as facilitators and observers.

PYP- Written Reports

- The form and timing of reporting in the Early Years Unit differ from that of the PYP. Please see the Reporting in the Early Years Unit section for further details.
- The following applies to the PYP:
 - An initial report is produced in November. Parents receive the initial report via Toddle, and a digital copy is stored electronically for future reference if necessary.
 - At the end of each term, a report is compiled by the teachers (classroom teacher and single subject teachers), commenting on students' progress through the units. The report provides feedback on students' progress in Language (English, Italian, and Spanish), Mathematics, Visual Arts, Music, Design Technology, and Physical Education. Also, the report provides an insight into the students as Members of the Learning Community. Parents will receive the report via Toddle, and a digital copy is stored electronically for future reference if necessary.
 - Students also have the opportunity to reflect on their progress, which may also be documented in the report and their portfolios.

PYP- Student Portfolios

Portfolios are a collection of artifacts that can also contribute to reporting.

At H-IS, Vicenza, we believe that:

- Portfolios should be a collection of a range of work over a period that allows the students to assess their work, see their progression, and value their achievement
- Portfolios should be for students, teachers, and parents
- They should include examples of both individual work and group work
- They should be something that the students take pride in and stimulate reflection as a learner
- Portfolios work best when students are able to add to them regularly, becoming part of their routines, and students should be encouraged to share them with others.

The following points outline expectations and agreements for portfolios in the PYP.

- The format of the portfolio takes the form of a large book, where students can add pieces of writing, photos, drawings, reflections, and comments
- There is a balance of teacher-selected and student-selected work from a range of disciplines. Teachers can guide choices and focus for reflections where necessary.
- Each piece of work should be accompanied by student reflection and/or teacher comment, which refers to the work in the context of the four essential elements or the IB learner profile
- Regular time should be set for students to update their portfolios
- Class teachers share their chosen systems and routines with their Italian language teachers and specialists so that they, too, can encourage students to put exemplary pieces of work in their portfolios
- The portfolios are a collection of work from that school year, and they go home at the end of the school year.

The following points outline expectations and agreements for portfolios in the EY.

- The portfolio is a large book, where work is presented attractively and organized chronologically. The portfolio is a collection of photos, learning stories, and other examples of evidence of learning and development.
- The portfolios may include photographs, exemplars, student/teacher/parent reflections, and class and individual learning stories.
- Learning stories. A learning story is an authentic snapshot of a learning moment where, through detailed observation, we record learning that has taken place. Learning stories assist us in truly getting to know each child and their interest, strengths, and needs, and highlight learning linked to the five essential elements. A learning story focuses on what the child can do rather than what the child cannot do. A learning story is used as an assessment and reporting tool that helps us to evaluate and plan for further experiences to extend upon a child's interests and strengths. Learning stories can be for individuals, groups, or the full class. These are shared with parents in the Portfolio.

PYP- Overview of Reporting to Parents in the PYP section

	Term 1 September-January	Term 2 February-June
Early Years Unit (Explorers, Adventurers, Navigators, Inventors).	Class meetings (September - October - January) Parent / Teacher conference (November) Digital Portfolio	Class meetings (May) Parent / Teacher conference (February, June) Digital Portfolio Portfolio Written Report

Year 1 - Year 4	Class meetings (September - October and January) Initial written Report (November) Progress Written report (February) Digital portfolio	Class meeting (May) Parent/teacher conference Child-led Conference (June) Digital Portfolio Portfolio Written Report (June)
Year 5	Class meetings (September, October and January) Initial written Report (November) Progress Written report (February) Digital Portfolio	Class meeting (May) Parent/teacher conference Exhibition (May) Child-led Conference (June) Digital Portfolio Portfolio Written Report (June) Italian State Exams (June)

PYP- Transition

- At the end of the school year, a class assessment folder containing the reading summary, language, and maths continuums is passed on to the next class teacher, or to the Language and Maths teachers of Middle School.
- Our single subject teachers normally follow the class from Early Years to Y5 (PE, Music, Visual Arts) and from Y1 to Y5 (Design Technology and Spanish). Reports are stored electronically and accessible to the teachers.
- Written reports are stored electronically online and are available for consultation if necessary. Any additional observations or notes relating to a particular child may also be included in this file.
- If the student is moving to another school, written reports can be shared upon request.

MYP Reporting, recording & feedback

MYP- Standardization / Moderation

MYP assessment relies on teachers' professional judgement. In order to ensure fair grading practices throughout the best-fit process, H-IS Vicenza teachers within the same subject departments participate in standardisation/moderation meetings to develop equitable and consistent interpretations of level descriptors. MYP teachers standardise assessments when they come to agreed interpretations of assessment criteria with reference to specific examples of student work.

MYP- Gradebook on ManageBac

The Gradebook on ManageBac is a digital tool used to record grades, upload work, insert data and teacher feedback in an organized way. Teachers enter assessment results and comments directly into the platform, ensuring that students' progress is tracked consistently across subjects. Once updated, this information is shared with parents through the parent

portal, allowing them to monitor their child's academic performance and receive timely feedback throughout the school year.

MYP- Reporting the levels

H-IS Vicenza employs a wide range of reporting strategies about students' progress, such as School Academic Reports, Gradebook on ManageBac, regular parents teacher student conferences (PTS), teachers' office/remote hours and Personal Project Exhibition MYP5.

MYP- Reports include:

School Academic Reports are communicated to parents three times a year: End of Term 1 Report, End of Term 2 Report, and End of Year Report. To manage these reporting strategies, our school relies to a large extent on information and communication technologies.

1. Student details and school mission statement
2. IB Learner Profile with descriptions of key attributes
3. A summary table showing students' grades for all subjects
4. A section with the SEL (Social and Emotional Learning) comment from the form tutor
5. A detailed [comment](#) on each school subject, grades, effort/behavior/organization skills

MYP- Homework

Homework expectations and practices are aligned with the most updated strategies. Teachers design tasks following the [MYP 1-2-3](#) and [MYP 4-5](#) planners. Tasks ensure consistency, progression, and balance across year levels, supporting the development of independent learning skills and meaningful engagement with classroom concepts.

MYP- Parents Teachers Students (PTS) Conference

The Parents Teachers Students (PTS) Conference is a structured meeting where students, parents, and teachers discuss academic progress and learning goals. It provides an opportunity to reflect on achievements, address challenges, and set strategies for improvement. At H-IS Vicenza, these conferences take place twice a year, ensuring regular communication and partnership between home and school to support each student's development.

MYP- Teach meeting slots

Once a week, each teacher has a 45-minute time slot that parents can book to discuss their child's learning. This dedicated time can be held in the meeting's room or remotely, providing flexibility and easy access for families. It ensures regular opportunities for direct communication and support outside of scheduled conferences.

MYP- Terza Media Exam

Purpose

The Terza Media Exam provides MYP 3 students with the opportunity to undertake an Italian state-accredited examination, recognized by all Italian academic and school institutions. The exam is held by the end of MYP 3 in an Accredited External Academic Institution. Participation is optional, and families retain the right to decide whether their child takes the exam.

Coordination

A designated Terza Media Exam Coordinator is responsible for organising the process, liaising with external institutions, and supporting students throughout preparation. They report directly to the MYP Coordinator.

Structure of the Exam

The exam consists of four components: Italian Paper, Mathematics Paper, English Paper and Oral Exam.

Integration with MYP

The Terza Media Exam is embedded in the MYP structure as an Interdisciplinary Unit, ensuring alignment with the programme's learning objectives and holistic approach. All students, including those who do not sit the official state exam, still take part in the IDU and complete an internal evaluation that mirrors the MYP assessment process.

MYP- Personal Project Exhibition MYP5

The Personal Project Exhibition in MYP 5 is a showcase where students present the results of their year-long individual projects. It highlights their research, creativity, and independent learning as a milestone of the MYP journey. This exhibition is shared with families, allowing parents to celebrate their child's achievements and recognize the skills developed through the project.

DP reporting, recording & feedback

Marking and Grading

While not all assessed work requires a grade, it is expected that some form of feedback be given on all formative tasks. This can be verbal or written and should highlight areas for improvement as well as future targets.

In the case of summative assessments, marking rubrics are to be used and made available to students. The approach used in the application of criteria is the "best fit" model as outlined in the *Diploma Programme: From Principles into Practice (for use from August 2015)*.

In all summative assessments and school reports, students are graded according to the IBDP scale of 1-7, with 7 being the highest. Further information on the grade descriptors can be found in the document *Diploma Programme Grade Descriptors (for use from December 2017)*.

Summative assessments should be marked in accordance with grade boundaries established in the twice-yearly subject reports on the MyIB website. In the case where two or more teachers deliver the same course, they will use the same grade boundaries, which must be pre-agreed.

All summative assessments are to be standardized in the DP in the case where two or more teachers have experience in teaching the subject. This will typically involve sharing a sample of student work containing a range of marks from high to low scoring, the moderating teacher will mark the work in order to see to what extent the marks are aligned. In the case of discrepancies teachers will discuss, using the markscheme, until both are satisfied with the mark given. In the case where severe discrepancies are noticed, the marking teacher may be required to re-mark the entire assessment for all students.

In cases where there is a single subject teacher in the school it is expected that the moderation process above takes place with another teacher from the same subject group.

Internal Assessments

In the case of Internal Assessments the practice of moderation and standardisation is essential in order to give the students the most accurate grade possible. The process in cases where there are 2 or more subject teachers available will be identical to the one outlined above for summative assessments.

In cases where only one subject teacher is available there are two courses of action open. As H-IS Vicenza is part of the H-FARM schools group there are colleagues available on the Venice Campus and arrangements will be made for teachers to be afforded time to moderate a sample of IA's with their counterparts in Venice.

In the case that a subject specific teacher cannot be found in Venice, the school will make every possible effort to find a suitable teacher in another IB school in Italy through its membership of The Association of IB World Schools in Italy (AIBWSI) with which moderation can be carried out.

External Assessments

During the Diploma Programme examination sessions all IB policies and regulations are put into place to ensure smooth and compliant running of the session. These policies include but are not limited to the Conduct of Examinations, Diploma programme assessment procedures, Academic integrity, Access and inclusion and calculator guidance.

Teachers are given an invigilation workshop before the start of the examination session to remind them of IB expectations when conducting external exams.

DP- Recording and Reporting

Feedback on all assessments, including both formative and summative, is recorded on Managebac as a permanent record. It is expected that feedback be given in a timely manner so as not to diminish its relevance. As soon as summative grades are recorded on Managebac, they are to be shared with parents via the “send grade notification” button.

School reports are issued three times per year, in December, March, and June. Reports contain both an attainment grade as well as a comment clarifying student performance and effort in each subject. Progress in TOK, EE and CAS is also included in the reports (excluding the December report of DP1 for CAS).

Parent/Teacher/Student (PTS) conferences are organized twice a year and can be conducted both in person and via online video call. On top of these formal sessions, each teacher has a 45-minute slot per week set aside for parent meetings in which appointments can be requested by both parents and the teacher themselves.

DP- Homework

Homework builds healthy work habits and also ensures students are building a deeper level of understanding outside the classroom setting by practicing, reinforcing, and/or extending the skills and concepts learned during the instructional day, as well as encouraging an independent learning mindset. Furthermore, it also serves as a main bridge between the school and the parents and is used both as assessments (in a reflective time where students are practicing internal motivation) as well as a tool for learning (where students are going deeper with their understanding). The expectation is that homework should be completed and teachers will reinforce its value through positive feedback that will give students confidence to keep going, work harder, and reach higher standards of achievement.

7. Academic Integrity

‘Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behavior in the production of legitimate, authentic, and honest scholarly work. Academic integrity policy (IB, 2019)’

At H-IS Vicenza, we start teaching the importance of academic integrity firstly through being principled and then through systematic and planned integration of academic integrity into the curriculum. The Librarian starts holding sessions in PYP 1, and all teachers and MYP/DP Librarians continue promoting and teaching academic integrity through integration into units and lessons. It is more detailed in the academic integrity policy.

We remind the students about being principled about academic integrity in almost all tasks: homework, class work, and assessments. We share our expectations with students in

written and oral forms, especially at the beginning of the year, and refer to them throughout the year. We appraise being principled through IB Learner Profile Certificates throughout the year via assemblies.

In case of malpractice regarding academic integrity, consequences are in place according to our Academic Integrity Policy.

8. Review cycle

This Assessment Policy is reviewed **annually by the end of August** by a committee that includes the Head of School, the Leadership team, the IB Coordinators, teachers, as well as feedback from Class Parents Representatives provided during the last Meeting of the School Year and Students Council.

9. References:

- International Baccalaureate. (2019). Academic integrity policy. International Baccalaureate Organization.
- International Baccalaureate. (2020). Program standards and practices. International Baccalaureate Organization.
- International Baccalaureate. (2018). IB PYP From Principles into Practice. International Baccalaureate Organization.
- International Baccalaureate. (2022). IB MYP From Principles into Practice. International Baccalaureate Organization.
- International Baccalaureate. (2015). IB DP From Principles into Practice. International Baccalaureate Organization.