

This document outlines the MYP assessment philosophy, principles, and procedures for Focus High School. It is a work in progress. Please study the document carefully and apply the policies thoughtfully. These policies and procedures will be reviewed each year by the leadership team with input and feedback from all staff. This version was updated on **10 Jul 2025**.

Mission statement

Focus High School is a community of lifelong learners that aims to enable children to excel in all aspects of life.

The school provides for students' holistic development: encouraging them to be critical and creative thinkers; guiding them to be principled and compassionate; training them for physical health; and preparing them for higher studies and work.

Convinced that education is a means of establishing justice and mercy in the world, Focus High School ensures that its programmes are accessible to all.

Core values

Lifelong learning: All members of our school community seek to improve, learn, and grow throughout their lives

Holistic education: We strive for the integrated development of children's intellectual, emotional, social, spiritual, and physical aspects of life

Social constructivism: Learning is a process of "constructing, testing and revising mental models of how the world works and it is this process that enables each student to make meaning of their lives and the world around them" (IBO, 2008)

Common, inclusive schooling: The school serves male & female children of varied communities, economic backgrounds, and academic abilities

Creative professionalism: Leadership in the school is distributed and devolved, relying on the active collaboration of creative and reflective teachers

PHILOSOPHY

What is assessment and why do we need it?

1. Assessment is a continuous process of gathering data about how well a student has attained the aims and objectives of a lesson, unit, or course. It is feedback and information for the student, teacher, parents, and supervisors.
2. Assessment is an integral part of the curriculum; it is derived from curricular goals (aims and objectives). Therefore, we assess to:
 - a. Support curricular goals (i.e. the attainment of knowledge, concepts, and skills in course aims and objectives)
 - b. Help students learn how to learn, thereby becoming independent, self-directed learners
 - c. Help teachers diagnose students' needs
 - d. Help teachers assess the effectiveness of their instructional strategies
 - e. Help parents and legal guardians become more informed when they understand the learning goals their child is working towards, and the progress their child is making.
 - f. Help the school leaders to assess the effectiveness of policies and professional development needs

Characteristics of effective assessment: Highly effective assessment shares some key characteristics
(Adapted from Clarke 2012)

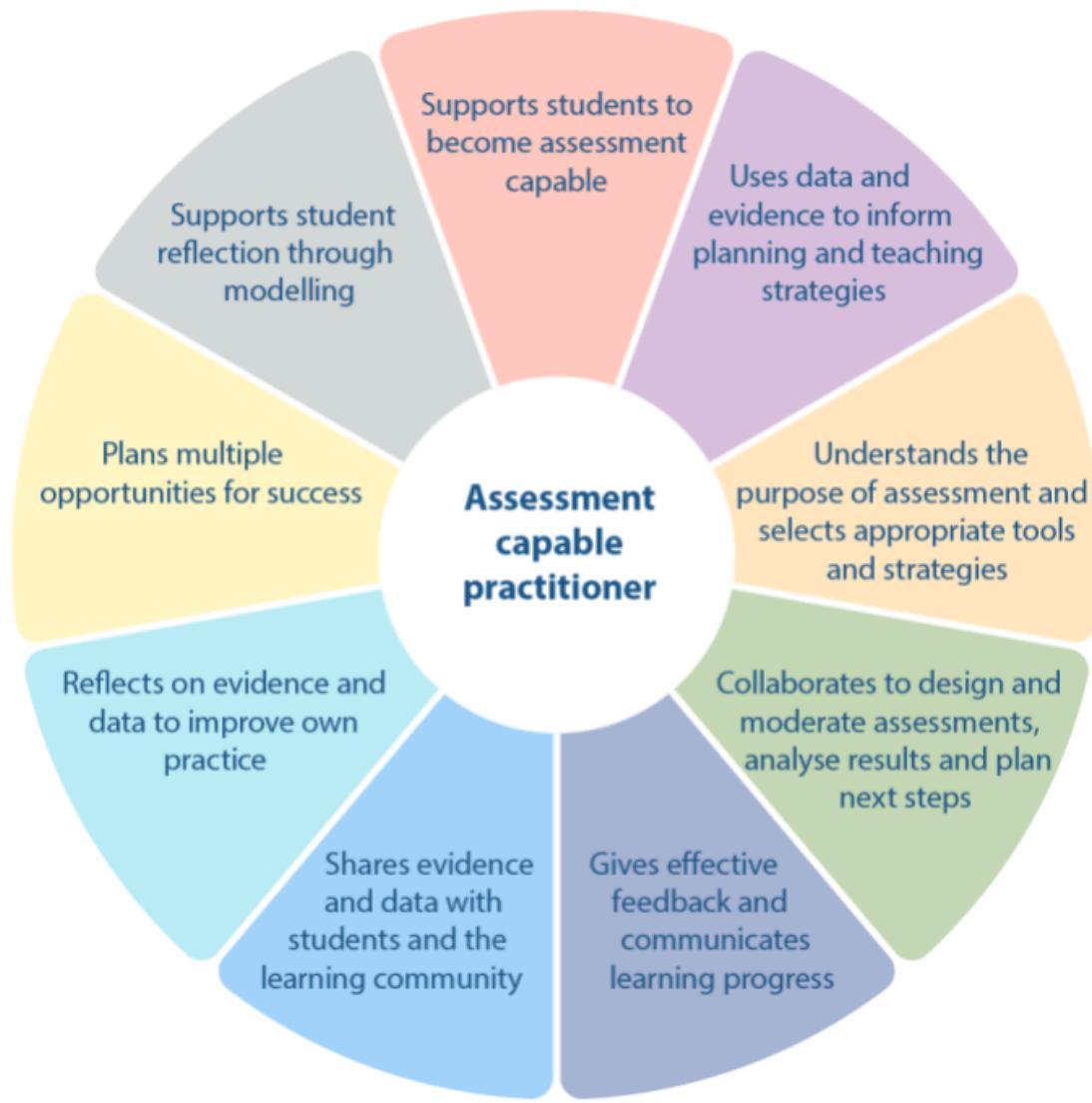
1. Authentic: It supports making connections to the real world to promote student engagement.
2. Clear and specific: This includes desired learning goals, success criteria and the process students use to learn.
3. Varied: It uses a wider range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning.
4. Developmental: It focuses on an individual student's progress rather than their performance in relation to others
5. Collaborative: It engages both teachers and students in the assessment development and evaluation process.
6. Interactive: Assessment encompasses ongoing and iterative dialogues about learning.
7. Feedback to feedforward: It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation

Integrating assessments: MYP assessment informs the learner, learning and teaching, and the learning community through the monitoring, documenting and measuring of learning. All members of the learning community develop assessment capability (Absolum et al. 2009) to make the "tacit knowledge that is 'hidden' within the learner transparent, explicit and available" (Clark 2012). Members of the learning community are assessment capable when:

1. everyone is aware of, and understands, why and what to assess
2. everyone is aware of, and understands, what constitutes quality
3. there is a shared understanding of how to assess and what data is being collected, analysed and reported.
4. there is a shared language for talking about assessment
5. the assessment process is collaborative and inclusive of all members (Hipkins 2009; Booth, Hill, Dixon 2014)

Teachers support students to become assessment capable in the following ways:

Diagram 1



Students develop assessment capability when teachers provide them with multiple supported experiences in reflecting on their learning and how to make improvements. Using specific language to describe, discuss and evaluate learning, students demonstrate their assessment capability by:

1. partnering with teachers to design their learning goals and success criteria
2. being able to self-assess and discuss their progress towards achieving learning goals
3. selecting evidence, such as samples of their learning, that best demonstrate the intended learning goals
4. developing the metacognitive skills to reflect on their learning and to plan next steps
5. drawing on feedback and multiple strategies to adjust their learning and identify where and when to make improvements.

MYP PRINCIPLES AND PRACTICES

1. MYP subject-group specific assessment criteria (summary) used in summative assessments.

Each subject-group has four criteria:

Table 2

Subject group	A	B	C	D
Language and literature	Analysing	Organising	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Arts	Investigating	Developing	Creating or 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

2. The subject group objectives are aligned with the assessment criteria. The teachers must address all strands of subject group objectives and assess all strands of assessment criteria at least twice in a year, as mandated by the IBO.
3. Each subject-specific criteria is explained by multiple strands and use 0 to 8 point scale that describes performance levels:

Table 3

Subject-specific criteria	Achievement level mapped to skill continuum (min-max)
Criterion A	0-8
Criterion B	0-8

Criterion C	0-8
Criterion D	0-8
Total points	0-32

4. To arrive at the student's final grade in a subject-group, teachers add achievement levels of all criterias and use the MYP 1-7 scale mapped to boundary guidelines and descriptors.

Table 4

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. 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	Produces work of an acceptable quality. 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	Produces good-quality work. 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	Produces generally high-quality work. 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	Produces high-quality, occasionally innovative work. 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	Produces high-quality, frequently innovative work. 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.

ASSESSMENT ESSENTIALS

FHS believes that effective learning happens when assessment is intentional, purposeful, and aligned with MYP principles. Teachers must therefore use a range of assessment practices that inform teaching, support student growth, and guide progress toward summative expectations. The guidelines below clarify the **what, why, and how** of assessment at FHS.

Formative Assessment

Formative assessment is the ongoing process of checking understanding during learning. Its primary purpose is to *inform teaching* and *support student progress* toward success in summative tasks. High-quality formative practices strengthen student achievement by helping teachers identify needs early and provide timely support.

1. Formative assessments are used to:
 - a. identify students' strengths, needs, and misconceptions
 - b. adjust teaching strategies and learning engagements
 - c. provide timely, actionable, and specific feedback
 - d. promote student reflection and self-regulation
 - e. monitor progress toward learning goals and criteria expectations
2. Teachers may use a variety of formative strategies, such as questioning, exit tickets, conferencing, observations, peer feedback, draft submissions, and reflective journals.
3. Formative assessment is **not graded using levels**. Evidence is recorded through feedback, observation notes, and student reflections to support learning rather than judge performance.
4. Characteristics of Effective Formative Feedback. Effective feedback is:
 - a. **timely** – given during learning so students can immediately act on it
 - b. **specific** – linked to skills, criteria, or clear learning intentions
 - c. **action-oriented** – guiding students on what to improve and how

- d. **student-friendly** – easy to understand and aligned with success criteria
- e. **ongoing** – embedded as a routine part of classroom practice
- f. **Differentiated** – tailored to meet the individual needs, abilities, and learning styles of each student

5. **Diagnostic Assessment:** Diagnostic assessments are used at the start of a unit or task to understand students' prior knowledge and readiness. They help teachers plan differentiated instruction and ensure that individual learning needs are addressed. Diagnostic assessments form part of the formative process but are used primarily for planning, not evaluation.

6. **ATL Skill Development:** Approaches to Learning (ATL) skills help students become self-regulated, reflective, and adaptable learners. ATLs are formatively assessed throughout units to help students understand *how* they learn and not just *what* they produce. Teachers support ATL growth by:

- a. embedding explicit ATL targets within learning engagements
- b. observing student behaviours, choices, and strategies during tasks
- c. using reflection prompts, check-ins, and conferencing to gather evidence
- d. providing feedback on specific learning behaviours (e.g., research habits, collaboration, organization, communication choices)
- e. designing tasks that require the intentional use of ATL skills

Students demonstrate ATL growth when they:

- a. independently apply effective learning strategies
- b. reflect on their approaches to tasks and problem-solving
- c. set personal goals for improving skills
- d. apply feedback to strengthen their learning habits
- e. transfer ATL skills across subjects and contexts

Summative Assessment

Summative assessments measure student learning at the end of a teaching and learning cycle. They allow students to demonstrate what they understand, what they can do, and how well they can apply their learning. Summative tasks must be authentic, concept-driven, and aligned with subject-specific MYP objectives.

1. When planning a unit, teachers must ensure the summative assessment:
 - a. clearly connects to the Statement of Inquiry (SOI)
 - b. assesses the relevant MYP subject-group objectives
 - c. reflects the concepts, context, and inquiry questions of the unit

2. Authentic Summative Tasks

The IB expects summative tasks to be authentic. Jon Mueller defines authentic assessment as: *"A form of assessment in which students perform real-world tasks that demonstrate meaningful application of essential knowledge and skills."*

Tools such as **GRASPS** and **RAFT** may support the design of authentic tasks. Summative assessments should help students apply knowledge meaningfully, solve problems, justify decisions, or create products with real-world relevance.

3. Clarity Through Task-Specific Clarifications

Students must understand exactly what they are required to do. Teachers ensure this by providing task-specific clarifications (TSCs), which may include:

- defining the MYP command terms used in the task
- customizing the rubric language to clarify what “limited,” “adequate,” “substantial,” etc., look like in the specific task
- offering oral explanations and opportunities for questions

4. Designing Effective Summative Assessments: Teachers design summative tasks that:

- align with MYP objectives and criteria
- reflect the key and related concepts, global context, and SOI
- use command terms accurately and appropriately
- include TSCs written in clear, student-friendly language
- allow creative expression and student choice where possible
- incorporate varied modalities (written, oral, visual, digital, collaborative)
- require personal interpretation, reasoning, or application
- assess both process and product when appropriate
- Before administering the assessment, teachers collaborate to confirm that the task is:
 - age-appropriate
 - conceptually rigorous
 - aligned with the aims of the unit
 - manageable and fair for all learners
- Students must receive the following in advance:
 - task description
 - criteria being assessed
 - task-specific clarifications
 - deadlines and expectations regarding academic integrity
- After completion, teachers provide timely feedback and record levels of achievement using the MYP 1–8 scale.

Inclusive and Accessible Summative Assessment

Focus High School ensures that assessment practices are equitable, inclusive, and accessible to all learners. Students with diverse learning needs—cognitive, physical, emotional, linguistic, or behavioural—must be able to demonstrate their understanding meaningfully. Teachers ensure inclusive assessment by:

- offering varied ways for students to show understanding
- differentiating content, process, or product during assessments
- providing scaffolded support in formative tasks (organizers, prompts, visual aids)
- modifying language demands without reducing conceptual expectations
- designing tasks that respect students’ cultural and linguistic identities

- The learning objective **cannot be modified**; however, access arrangements may include:
 - additional time
 - a reader or scribe
 - assistive technologies
 - alternative formats (oral, visual, practical)
 - reduced linguistic complexity
 - environmental adjustments
- Access arrangements must:
 - not create an unfair advantage
 - reflect normal classroom practice
 - be documented in consultation with the Learning Support Team
 - align with IB guidelines

The aim is to remove barriers while maintaining the integrity and standards of the MYP. The quality of assessment also depends on ethical and responsible academic practice.

Academic Integrity in Assessment

Academic integrity is essential to all assessments at Focus High School. Honesty, authenticity, and ethical behaviour must guide how tasks are designed, completed, and evaluated.

1. Teachers uphold academic integrity by:
 - a. explicitly teaching citation, paraphrasing, and responsible research
 - b. modelling ethical academic practices
 - c. designing tasks that require original thinking and personal interpretation
 - d. checking authenticity through conferencing, drafts, and reflections
 - e. guiding students in understanding the MYP criteria
2. Students uphold academic integrity by:
 - a. submitting original work
 - b. citing sources appropriately
 - c. avoiding plagiarism, duplication of work, and unauthorized assistance
 - d. following instructions during timed tasks
 - e. contributing fairly in collaborative activities

Breaches of integrity are handled in accordance with the **Academic Integrity Policy**. Consequences focus on education and reflection while preserving fairness and the credibility of the MYP framework. Teachers must actively teach academic honesty and follow the **Library Policy** for MLA citation guidelines.

Personal Project

The Personal Project is **mandatory** for all MYP Year 5 students and required for eligibility for the **MYP Certificate**.

Procedures

- Students attend PP orientation and receive timelines, expectations, and academic integrity guidelines.
- Each student is assigned a supervisor for ongoing monitoring and feedback.
- Students submit:

- PP report
- Final product
- Process journal extracts
- Academic Integrity Form
- The school conducts **internal standardization** before submitting predicted grades and uploads required samples for IB moderation.
- Students present their work during the PP Exhibition.

MYP eAssessment Registration

Focus High School participates in the **May session** annually.

Subject Selection

- Students select eAssessment subjects through a **Google Form** (on-screen exams + ePortfolios).
- Selections are final and IB fees are **non-refundable**.
- The school issues a confirmation letter with selected subjects, fee per subject (based on IB's latest SGD rate), bank processing charges, total payable amount, payment deadline.
- Registration on IBIS is completed after fee payment.
- Late registration charges are the parent's responsibility.

Preparing for eAssessments

Teacher Responsibilities

- Use released IB samples and PRC resources for standardization.
- Align marking with IB command terms, reasoning expectations, and examiner annotations.
- Internally moderate ePortfolio subjects and prepare files for upload.
- Submit accurate predicted grades based on evidence.
- Prepare students for the Language Acquisition Speaking component and ensure recordings follow IB protocols.

Conduct of On-screen Examinations

1. Behaviour Expectations

Students must:

- follow invigilator instructions and maintain academic integrity.
- avoid communication, device misuse, or unauthorized materials.
- remain within exam conditions unless permitted by an invigilator.

Breaches follow the school's Academic Integrity Policy and may result in IB penalties.

2. Device & Technical Requirements

Only school-provided computers are used for all on-screen exams.

These devices:

- contain the IB secure browser
- are updated, fully charged, and tested
- are configured with restricted access according to IB requirements

The school provides:

- Backup devices
- Technical support during exam sessions

3. Missed Examination Protocol

- A medical certificate must be submitted if a student is absent for an exam.
- IB does not permit reattempts; missed exams may result in an “N” (No Grade).
- The school may request *Special Consideration* only under IB-approved circumstances.

RECORDING AND REPORTING OF ASSESSMENTS

1. For reporting students' achievement levels, teachers need to
 - a. collect sufficient evidence using a range of assessment tasks. Evidence will be recorded in the Toddle system.
 - b. ensure that all standards of each subject-specific objective are assessed twice.
 - c. use the 'best-fit' approach (refer pg. 84, 'Determining achievement levels', *MYP: From Principles to Practice, 2014, IBO*) to award points for all criteria.
 - d. use formative evidence that informs teacher observations, planning notes, and student reflections but does not contribute directly to the MYP 1–8 achievement levels.

“A carefully constructed assessment task on an individual unit may provide evidence of achievement in all strands of a criterion or criteria. When applying the assessment criteria to student performance, the teacher should determine whether the first descriptor describes the performance. If the student work exceeds the expectations of the first descriptor, the teacher should determine whether it is described by the second descriptor. This should continue until the teacher arrives at a descriptor that does not describe the student work; the work will then be described by the previous descriptor. In certain cases, it may appear that the student has not fulfilled all of the descriptors in a lower band but has fulfilled some in a higher band. In those cases, teachers must use their professional judgment in determining the descriptor that best fits the student’s performance.” (MYP: From Principles to Practice, 2022, IBO)

2. Teachers must know what contributes as inappropriate grading practice:
 - a. The following grading practices are inappropriate and are counter to MYP assessment principles.
 - b. Determining grades using a proportion of scores for classwork, homework and tests
 - c. Determining grades by averaging summative performance scores over the year
 - d. Using single pieces of work to determine final grades (MYP: From Principles to Practice, 2022, IBO)
3. Reporting will be done after the completion of every unit in which 'End of Unit Assessment' report will be generated. This will not convey the final MYP grade.
 - a. Parents & students will be invited to the PTSM or an SLC to discuss the reports.
 - b. The assessment cycle will be updated in the beginning of the academic year to sync with the school's general academic calendar.
 - c. The final MYP report will be generated at the end of the academic year which will showcase the MYP final grade.
 - d. The report will be generated electronically via Toddle app and shared with the parents and the students.

Internal Assessment Procedures

In school, we have the following **non-IB internal assessments** that help monitor student learning and prepare them for broader academic expectations. These assessments do **not** contribute to IB criterion levels but support classroom instruction and academic readiness.

- **Monthly Internal Assessments (20 marks):**

Short, recurring assessments used to track ongoing progress, reinforce learning, and identify areas where students may need additional support.

- **Two Term-End Examinations:**

Comprehensive exams conducted twice a year to evaluate students' understanding of key concepts and skills taught over the term. These assessments help students build examination discipline and prepare them for MYP-style summatives.

These internal assessments complement MYP formative and summative tasks by providing regular practice and helping students develop consistency, revision habits, and exam readiness.

APPENDIX 1

Internal Standardization and Moderation Process:

The IB requires all schools to conduct internal standardization and moderation to ensure that assessment is fair, reliable, and consistent across teachers, subject groups, and the Personal Project. At FHS, this process helps build a shared understanding of criteria, avoids extreme judgments, and maintains alignment with MYP: *From Principles into Practice*. The following procedures must be followed for all subject groups, Personal Projects, and MYP eAssessment preparation tasks.

1. Standardization (Before or During Assessment)

Standardization ensures that all teachers interpret the MYP criteria in the same way *before* finalizing grades. At FHS, the following steps must occur:

- a. Discuss and Unpack Criteria
 - i. Subject group teachers meet to review the MYP objectives and strands.
 - ii. Teachers unpack command terms and descriptors to establish a shared interpretation.
- b. Use IB Samples to Align Expectations
 - i. Teachers review annotated samples from the MyIB Programme Resource Centre (TSM – Teacher Support Material).
 - ii. These samples are used to refine expectations and ensure consistency with IB global standards.
- c. Share SOIs and Summative Tasks
 - i. Teachers share the unit's Statement of Inquiry, the summative assessment task, and task-specific clarifications.
 - ii. This ensures all teachers have the same understanding of what is being assessed.
- d. Create a Broad Range of Anonymized Student Samples
 - i. Teachers collaboratively select or create anonymized samples representing **low**, **medium**, and **high** achievement.
 - ii. These samples serve as benchmarks for judging student work.

2. Moderation (After the Assessment)

Moderation ensures that the final judgments placed on student work are consistent.

- a. Independent Marking
 - i. Each teacher independently assesses the anonymized samples using the MYP criteria.
 - ii. Teachers record strand-level judgments and final achievement levels for each criterion.
- b. Collaborative Review
 - i. Teachers meet to compare their marks and justify the levels awarded.
 - ii. Differences are resolved through discussion until a **final agreed grade** is determined for each sample.
 - iii. Teachers then re-evaluate their own student work based on the agreed standards.

3. Personal Project Standardization & Moderation (Mandatory)

Because the Personal Project is externally moderated by the IB, FHS ensures rigorous internal review:

- a. Supervisors meet to unpack **Criterion A, B, C**, and the Process Journal requirements.
- b. Supervisors review IB-provided Personal Project samples from MyIB.
- c. A selection of student reports (high, medium, low) are anonymized for benchmarking.
- d. Each supervisor independently assesses the sample reports using the PP criteria.
- e. Supervisors convene to compare achievement levels, reach consensus, and calibrate their marking.
- f. Before uploading final grades to IB for moderation, the **MYP Coordinator** verifies:
 - i. consistency of marking
 - ii. completeness of reports
 - iii. alignment with academic integrity requirements

This ensures FHS submissions are reliable and meet IB expectations.

4. Standardization for MYP eAssessment Preparation

For subjects preparing students for on-screen MYP eAssessments (Language & Literature, Individuals & Societies, Sciences, Mathematics, Interdisciplinary, Physical & Health Education, Design, etc.), internal standardization ensures that classroom expectations match IB assessment standards. To maintain reliability and consistency, teachers must engage in the following processes:

- a. Using IB Released Samples:
 - i. Teachers review released IB eAssessment samples from MyIB to calibrate expectations.
 - ii. Examiner annotations are used to analyse the level of depth, accuracy, and concept application expected in student responses.
- b. Moderating eAssessment-Style Tasks:
 - i. Teachers design practice tasks that reflect the formats used in on-screen exams (extended writing, data interpretation, source analysis, simulations, problem-solving tasks, etc.).
 - ii. These tasks are moderated collaboratively to ensure consistency in applying criteria and command terms.
 - iii. Teachers compare their judgments against IB exemplar annotations and resolve differences through discussion.
- c. Alignment of Skills and Expectations: Departments align expectations regarding:
 - i. accurate use of command terms
 - ii. depth of analysis and explanation
 - iii. reasoning and justification
 - iv. clarity, structure, and academic writing conventions

This alignment ensures that students experience consistency across subjects.

d. Predicted Grades for IBIS: For students registered for MYP eAssessment, teachers must also participate in internal standardization to support the accuracy of predicted grades submitted on IBIS. This includes:

- i. reviewing grade boundary tables and past performance patterns
- ii. aligning predicted grades with moderated student evidence
- iii. ensuring that predictions follow IB definitions of achievement levels
- iv. discussing borderline cases collaboratively to avoid inflation or deflation
- v. predicted grades must be based on evidence, standardized marking, and professional judgement, not on behaviour, effort, or attendance.

e. Standardization for ePortfolios: Subjects that submit ePortfolios (e.g., Design, PHE, Visual Arts) must undergo additional moderation to ensure quality and consistency. This includes:

- i. reviewing IB exemplar ePortfolios
- ii. standardizing interpretation of the subject criteria
- iii. moderating sample student ePortfolios before final upload
- iv. ensuring academic integrity and correct file formats
- v. verifying that reflections, processes, and products meet IB expectations

The MYP Coordinator must verify that all uploads are consistent, authentic, and labelled correctly.

f. Language Acquisition: Speaking Component Standardization: For Language Acquisition eAssessments that include a speaking/oral component, teachers must:

- i. listen to IB exemplar oral recordings to calibrate expectations
- ii. practice marking anonymized samples using the LA criteria
- iii. moderate internal recordings to establish a shared understanding of the achievement levels
- iv. ensure clarity in pronunciation, interaction, and message delivery expectations
- v. verify technical quality (audio clarity, timing, file format) before recording the final oral tasks
- vi. This standardization ensures that internal practices match IB oral assessment standards.

g. Purpose of This Process: These combined standardization practices ensure that:

- i. classroom learning mirrors IB-required rigour
- ii. student evidence reflects international expectations
- iii. predicted grades are accurate and defensible
- iv. ePortfolios and oral components meet IB quality standards
- v. teachers apply criteria consistently across all assessment types
- vi. together, they strengthen the validity, reliability, and fairness of MYP eAssessment preparation at FHS.

5. Documentation

- a. To maintain transparency and accountability:
- b. Standardization and moderation evidence must be uploaded systematically to the **FHS Google Drive** under the designated subject group folder.
- c. Required documentation includes:
 - i. meeting minutes
 - ii. anonymized samples used
 - iii. individual and agreed marks
 - iv. decisions taken
 - v. reflections or notes to improve future tasks
 - vi. anecdotal records

6. Applicability: Internal standardization and moderation are **mandatory** for:

- a. Every MYP subject group
- b. Every End-of-Unit Summative Assessment
- c. All Personal Projects
- d. All MYP eAssessment-style tasks used for preparation
- e. Any assessment contributing to the final 1–7 report grade

Appendix 2:

Submission of work

Meeting deadlines creates accountability in students. A student must understand the importance of submitting work on or before the stipulated time. This also helps students become effective time managers. To ensure the development of the same, the following procedure needs to be followed in case of non submission of work.

Non-submission Procedure: Non submission of work can result in any one or more of the following:
work being graded 'Not Assessed' (N/A)
work being awarded '0' achievement level
detention under the supervision of a Subject Head
counselling by the School Counsellor
calling parents to inform of the consequences
inviting parents to meet the Vice-Principal

Related policies

1. Academic Integrity
2. Library Policy

Review process

1. This policy will be reviewed each year by the pedagogical leadership team.
2. The review will take place in December to be implemented in the coming academic year.

Communication of the policy

1. This policy will be published for teachers in the shared drive
2. The policy will be published for parents and students on the school website and in the Toddle Family app.

References

1. MYP: From principles into practice
2. Academic honesty in the IB educational context