DELEDDA INTERNATIONAL SCHOOL

ASSESSMENT POLICY

The DIS Assessment Policy is reviewed annually.

Revised and approved by the Teachers Council and School Council in September 2026.

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Introduction

This document represents the Deledda International School (DIS, henceforth) school-wide assessment policy. The DIS Assessment Policy is a set of principles which connects the IB philosophy with our school community. The document is updated regularly, based on our students' evolving needs and the latest IBO requirements which apply to our PYP, MYP and DP programmes.

DIS MISSION STATEMENT

Deledda International School (DIS) fosters academic growth within a caring and principled learning community. The school promotes the appreciation of the diversity and complexity of people and cultures and provides an environment conducive to learning and teaching. DIS offers a rigorous curriculum that aims to develop internationally minded citizens who participate locally and globally to help create a more sustainable and peaceful world.

The DIS mission statement is connected to our Assessment policy as DIS's aim is to offer a learning environment that is based on a rigorous curriculum to foster the students' academic growth.

As an IB World School, we are committed to the Standard "Culture: Creating positive school cultures", and in particular, to the following practices:

- Culture 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)
- 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)
- Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)
- Culture 5.4: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)
- Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

We are also committed to the following Standard "Approaches to Assessment (0404)", and in particular, to the following Practices:

- Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)
- Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)
- Approaches to assessment 3: The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)
- Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04)

The above practices are taken from the 2018 IBO Programme Standards and Practices, updated in 2020 (IBO, 2020).

School Assessment Philosophy

DIS recognizes that teaching, learning and assessment are fundamentally interdependent. The single most important aim of assessment is to support and encourage student learning. At DIS, students and teachers work in partnership to enable students to demonstrate what they have learned, assess their progress, and identify specific strategies to maximize their potential on their class assessments. Assessment is ongoing and should be used to inform teaching and learning. The fundamental purpose of assessment is to understand where the student is at any given time and over time in their learning; and, to use this information to promote and support further learning.

Primary Years Programme

Overview

The broader assessment principle in the PYP is to be integrated, authentic, holistic, developmentally appropriate and responsive to learners. The focus is then on developing assessment capability in teachers, students and across the learning community. In particular, the primary objective of assessment in the PYP is to provide feedback on the learning process (IBO, 2019).

As suggested by IBO (p.188; 2019), assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning. These four dimensions of assessment will support knowledge and skills acquisition, the development of deep conceptual understanding and self-regulated learning, identifying what students know, understand and can do. In detail:

- Monitoring - observe and check the progress of a child over a period of time
- Documenting - record progress in written, photographic, or other form
- Measuring- assess the importance, effect, or value of the child's learning
- Reporting - give a spoken or written account of something that one has observed and documented.

When developing and conducting assessment and evaluation, PYP teachers need to be sure they:

- Have a clear purpose for all assessment and evaluation processes used
- Gather information in an ongoing way in a range of authentic contexts
- Use a wide range of appropriate strategies and tasks to gather information
- Use a collaborative approach to gather information about students
- Make adaptations to assessment and evaluation processes when necessary
- Take time to analyze and evaluate the information gathered and make judgements about future teaching
- Facilitate regular opportunities for students to reflect, self-evaluate and set realistic learning goals.

In the PYP, the purpose and assessment practice is both in line with the state regulated guidelines by the Ministero dell'Istruzione e del Merito (MIM) and the IB PYP philosophy and methodology to increase assessment capability across the learning community by fostering agentic, assessment capable learners. By placing students at the centre of their learning, and engaging them in the assessment process, children become increasingly capable in "learning how to learn". Assessment as learning is integrated into individual lessons and Units of Inquiry whereby students are invited to reflect on what they already know

and can do, as well as encouraged to identify what they would like to learn and where they are in their knowledge and skills acquisition (IBO, 2018). This process of reflecting, planning and co-construction of learning outcomes and success criteria plays an integral part in assessment.

At DIS, assessment and reporting go beyond final outcomes to value the learning journey itself. The inquiry cycle—Tuning In, Finding Out, Sorting Out, Going Further, Making Conclusions, and Taking Action—guides teaching and learning across all grade levels. This cycle is central to our assessment and reporting practices, as it highlights student thinking, engagement, and growth at every stage IBO (p.78, 2018). Learning experiences are documented and communicated through ManageBac, where activities are described using the language of the inquiry cycle. This approach ensures that both students and families see learning as an evolving process, not just a final product.

Assessment in practice

As is the case with assessment strategies and tasks, teachers need to also use a variety of tools for recording and analyzing the information they have gathered. The main ways of recording and analyzing information in the PYP at DIS include Evaluation Tools Guidelines/Expectations, such as:

- Anecdotal notes: short descriptions of observations in the classroom. Teachers may develop their own methods and templates for recording observations;
- Rubrics: recording frameworks that feature short descriptive statements along a continuum of excellence: the use of rubrics is at the teacher's discretion, however, there are guidelines to consider when developing rubrics. Students may contribute to the development of class rubrics.

Checklists

- Lists of skills or behaviors to be checked off as they are observed
- The use of checklists is at the teacher's discretion
- Students may contribute to the development of checklists Annotations
- Short comments recorded on student work and on Managebac
- Measurement scale on which to rate and track achievement
- There should be solid evidence to substantiate judgments
- Sample pieces of work that illustrate the different levels of the continua or rubrics Benchmarks
- Exemplars used to set expectations for a particular grade level or age

Feeding into this model is the role of assessment for learning and assessment of learning. Formative and summative assessment is embedded in learning and teaching practice at DIS and their use is distributed across the four dimensions of assessment: monitoring on learning, documenting learning, measuring learning and reporting on learning.

Monitoring learning

Co-constructed learning goals and success criteria (p.71; IBO, 2018), as part of lessons and through Units of Inquiry, engage students in their own learning and enables them to have a greater understanding of what they know, and can do, as well as support them in abilities to know how to develop further. Self, peer and teacher assessment, when used to provide *feedback* as well as *feedforward*, are instrumental to engage students in their own *learning stories* but also in creating effective, assessment capable learners (p.71; IBO, 2018). Learning and teaching become a dynamic, adaptable and a collaborative process, whereby teachers gather, analyse and monitor assessment information to inform future teaching practice and content whilst students learn to self-adjust and regulate their learning and next steps.

Teachers employ a variety of methodologies to monitor learning, such as: "*observations, questioning, reflective* and *group work with both peers* and *teachers"* (p.80, IBO, 2018).

Documenting learning

Just as it is important to ensure that student voice is valued in monitoring learning, it is equally important that children are engaged in what and how they document their work. Children in all year groups, from PYP 1 to PYP 5, have a Unit of Inquiry folder whereby they place and store all paper-based work connected to the Unit of Inquiry. As part of the reflection process at the end of each Unit of Inquiry, students are asked to select three pieces of pupil work that they are most proud of or have enjoyed learning as part of the Unit, and these examples remain in the PYP Portfolio (p.81, IBO, 2018), ready to be shared during a *reporting on learning* experience, such as Open House events when parents are invited in to share in what the children have been learning as part of their Unit of Inquiry.

Student work, specifically for subject-specific learning, can be recorded in subject exercise books, primarily Italian, Mathematics and English. Textbooks are used as a resource, where appropriate, to provide students with the opportunity to access information, practice skills and exemplify their knowledge and understanding, connected to state regulated learning objectives or subject specific skills.

Measuring learning

Continuing to engage learners in creating criteria helps students to know what they have understood and where there is space to improve and in what area. Furthermore, summative assessment plays a role in this dimension of assessment too. In line with state regulated requirements, all children in each year group are assessed in Italian, Mathematics and English, with regards to each of the following criteria, and are connected to subject specific learning objectives:

- ✓ *Production*

- ✓ *Comprehension*
- ✓ *Reflection*

In all other subjects, state regulated assessment requires that specific subject content and skills are assessed in each of the criteria above. It is indeed important that teachers use multiple data points to evaluate the student's performance (p.81; IBO, 2018).

Students receive performance feedback in their term report as follows, based on the state regulated guidelines (MIM):

Table 1 – *Giudizio sintetico* on the report card

Grade level on term report card	**Description**
Excellent	The student completes tasks independently and with awareness, successfully handling even complex situations that have not been encountered before. They are able to apply their knowledge, skills, and competencies consistently to complete tasks and solve problems, even challenging ones, in an original and personal way. They express themselves correctly, demonstrating a strong command of language, critical thinking, and reasoning skills, using modes of communication appropriate to the context.
Very good	The student completes tasks independently and with awareness, successfully handling even complex situations. They are able to apply their knowledge, skills, and competencies consistently to complete tasks and solve even difficult problems. They express themselves correctly, with a strong command of language and reasoning skills, using communication modes appropriate to the context.

Good	The student completes tasks independently and with awareness. They are able to apply their knowledge, skills, and competencies consistently to complete tasks and solve problems. They express themselves correctly, connecting key information and using language appropriate to the context.
Fair	The student completes tasks with partial independence and awareness. They are able to apply some knowledge, skills, and competencies to complete tasks and solve problems that are not particularly complex. They express themselves correctly, using simple and context-appropriate language.
Satisfactory	The student completes tasks primarily under the guidance and support of the teacher. They are able to apply some knowledge and skills to complete simple tasks and solve problems, but only if they have been previously encountered. They express themselves with a limited vocabulary and some uncertainty.
Unsatisfactory	The student is usually unable to complete the proposed activities, even with teacher guidance. They only occasionally apply knowledge and skills to complete simple tasks. They express themselves with uncertainty and in a manner that is not appropriate to the context.

In addition, following IB Guidelines, pupils are taught specific skills which are then synthesized in a single grade (see above table). The skills divided by year are presented in Table 2 below.

Table 2 – PYP criteria

<table>
<tr><th>PYP</th><th>Italian Curriculum</th><th>PYP1</th><th>PYP2</th><th>PYP3</th><th>PYP4</th><th>PYP5</th></tr>
<tr><td rowspan="2">Science</td><td>ICT Information and Communication Technologies</td><td colspan="2">Observe and transform</td><td colspan="3">Design and transform</td></tr>
<tr><td>Science</td><td colspan="5">- Knowledge and Understanding
- Scientific Inquiry and Research
- Approaches to the subject</td></tr>
<tr><td rowspan="3">Social Studies</td><td>Geography</td><td colspan="3">- Organization of Information
- Use of documents
- Approaches to the subject</td><td colspan="2">- Knowledge processing
- Use of Documents
- Approaches to the subject</td></tr>
<tr><td>History</td><td colspan="3">- Organization of Information
- Use of Documents
- Approaches to the subject</td><td colspan="2">- Knowledge processing
- Use of Documents
- Approaches to the subject</td></tr>
<tr><td>Religious Studies</td><td colspan="5">Synthetic judgment</td></tr>
</table>

Mathematics	Mathematics	- Numerical operations - Problem-solving	- Numerical operations - Problem solving - Communication and reasoning - Approaches to the subject
Language	English	- Production - Comprehension - Reflection - Approaches to the subject	
	Italian	- Production - Comprehension - Reflection - Approaches to the subject	
Personal, Social and Physical Education	Physical Education	- Motor Skills - Cooperation - Approaches to the subject	
	Citizenship Education and SEL	- Synthetic judgment	
Arts	Creativity in English	- Synthetic judgement	
	Performing Arts	- Listening - Reproduction - Approaches to the subject	
	Visual Arts	- Creativity - Processing - Approaches to the subject	

In addition, children receive feedback and feedforward comments with regards to their *attitude and approach towards learning*. Peer feedback is an integral part of our formative assessment approach, supporting students in developing reflection, communication, and critical thinking skills (p.85; IBO, 2018). Students regularly engage in structured peer feedback using tools such as "*Two Stars and a Wish*" to provide meaningful, constructive comments after presentations or collaborative work. Presenters may also create quizzes for their peers to check understanding and reinforce key learning. Additionally, students are encouraged to review and correct each other's work, fostering a sense of shared responsibility for learning.

Children in Primary 2 and Primary 5 also engage in end of year national texts entitled 'Invalsi' in Italian and Mathematics, as well as in English, but only in Primary 5. For English specifically, Cambridge English mock class testing provides guidance on student English learning levels, in connection to the CEFR, and supports English specialist teachers in identifying next steps,mixed group teaching and differentiated classes by English level.

One key aspect of our assessment is teacher moderation (p.81; IBO, 2018). In order to ensure a shared understanding of learning expectations and consistent assessment practices across the school, the PYP implements the following teacher moderation strategies:

- Work Sample Comparison: Teachers from the same or different grade levels meet to review and discuss samples of student work (e.g., writing tasks, reflections, or math problem-solving) to ensure consistency in applying success criteria.
- Rubric Alignment: Before assessing major tasks or units, teachers discuss assessment rubrics to ensure consistency in evaluating criteria.
- Unit Reflection Sessions: Teachers meet after a unit to share pre and post unit reflections in order to review assessment strategies and adjust future planning. Students' end of unit reflections (for example, KWL in PYP1 and PYP2 and standard end of unit reflections in PYP3
- PYP5) help inform this planning.
- Reporting Moderation: Before report cards are finalized, teachers review comments and assessments together to ensure alignment in language and expectations across classes.
- Cross-Grade Moderation: Teachers from different grade levels meet to review student progression across the PYP continuum, particularly during transitions (for example, from PYP2 to PYP3).

Finally, we monitor class performance year by year to support continuous improvement in teaching and learning. Key strategies include:

- Portfolio evidence: Each student maintains a portfolio that documents learning over time, showcasing progress in ATL skills, inquiry tasks, and subject-specific work.
- CEFR tracking: English as an Additional Language (EAL) progress is recorded using CEFR levels, updated regularly to reflect development in speaking, listening, reading, and writing.
- Assessment data collection: Teachers record outcomes of formative and summative assessments in tools like ManageBac. This allows the school to track achievement across units and between

school years.

- Moderation and planning meetings: Year-level teachers reflect on class outcomes, identifying areas of strength and need, which then inform decisions for the following year.

Reporting learning

Each student receives two report cards per year and both document pupil progress in alignment with Italian state requirements. Similarly to how state required assessments are measured, subject specific knowledge and skills are awarded the following performance indicators: excellent, very good, good, fair, satisfactory, unsatisfactory. These four levels of learning outlined in the MIM Guidelines are used to assess the various criteria found in each subject. ATL skills are also evaluated in the report card per unit. The levels are defined based on dimensions that characterise learning and that allow a judgment to be made concerning the autonomy of the student, the type of the situation (known or unknown) within the student achievement, the resources mobilised to complete the task and the continuity in learning. The report card also records subject-specific commentary in the case the teacher wants to indicate the areas that the pupil will need to focus on, or where they have demonstrated flair.

As always, the assessment is the result of the professional judgement of the teacher who, with his or her expertise, evaluates each pupil based on observations made during learning experiences and results in classroom tests, both summative and formative.

Some subjects, such as Religion, Creativity in English and Citizenship Education and SEL (Social and Emotional Learning), report only a commentary related to the student's participation and in the proposed activities.

The general commentary for each student specifically is in reference to the IB Learner Profile and how each student has developed and exemplified the various attributes as appropriate. This is discussed and approved collectively during a collaborative assessment evaluation amongst relevant staff members.

Furthermore, we use some additional formats to transparently and openly share the pupils' results with all stakeholders (teachers, parents and students), as suggested by IBO (p.83, 2018). First, parents/guardians are invited to attend two parent/teacher meetings twice per year whereby student learning and wellbeing is discussed. Second, the students in each class share and highlight key work that is important to them during their 'Open House' sessions when parents are invited into school to share in the learning. Finally, pupil learning is also documented upon and reported via a variety of school social media outlets, including Instagram, Facebook as well as school publications and circulars (DIS Happenings, DIS News).

Upon promotion from PYP5, students are eligible to enroll in MYP1. The school reserves the right not to admit a student to the first year of the MYP if the conditions of good standing are not met, both academically and behaviorally.

The Middle Years Programme

Overview

In the MYP, the primary goals of assessment, as stated in IBO (p.79, 2014) are:

- Support and encourage student learning by providing feedback on the learning process
- Inform, enhance and improve the teaching process
- Provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments
- Promote positive student attitudes towards learning
- Promote a deep understanding of subject content by supporting students in their inquiries set in real world contexts
- Promote the development of critical- and creative-thinking skills
- Reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- Support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.

Assessment in practice

DIS MYP students are assessed in each of the eight MYP subject groups as well as in their Interdisciplinary Learning and, in MYP5, in their Personal Project. They all, as well as the Personal Project have objectives (A, B, C, D) set by the IBO. Each subject objective corresponds to one of four equally weighted assessment criteria.

Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to assess students' work. Students and parents can find a copy of MYP criteria for each subject group on our school website (DIS, 2025) and here below:

Table 3 – MYP criteria

Subject Group	Objective A	Objective B	Objective C	Objective D
Language and Literature	Analysing	Organising	Producing Text	Using Language
Language Acquisition	Listening	Reading	Speaking	Writing
Individual and societies	Knowing and Understanding	Investigating	Communicating	Thinking critically
Mathematics	Knowing and Understanding	Investigating patterns	Communicating	Applying Math in real life contexts
Sciences	Knowing and Understanding	Inquiring and Designing	Processing and Evaluating	Reflecting on the impacts of sciences
Design	Inquiring and Analysing	Developing ideas	Creating the solution	Evaluating
Arts	Investigating	Developing	Creating Performing	Evaluating
PHE	Knowing and Understanding	Planning for performance	Applying and performing	Reflecting and Improving performance
Interdisciplinary Learning	Evaluating	Synthesizing	Reflecting	
Personal Project	Planning	Applying skills	Reflecting	

Formative and Summative Assessment in the MYP

At DIS, assessment is an ongoing process that encourages reflection from both teachers and students (Zorman, 2016). For formative assessment, as IB states, "*the aim is to provide detailed feedback to teachers and their students on the nature of students' strengths and weaknesses, and to help develop their capabilities.*" (IBO, 2018). Examples of formative assessments include, but are not limited to:

- Class discussion, presentation
- Homework correction
- Lab work
- Mock test

Formative assessments are provided regularly and set "*at just the right level of challenge for the student, adjusting that level as the student progresses*" (IBO, 2018). For this type of tasks

the teacher may use an assessment strategy which is not necessarily based on the IB criteria: it can be a grade using a scale which is different from the aforementioned one, it can be a percentage (78%, for instance) or a written comment (for example: "exhaustive and complete answer"). The teacher will keep track of these formative results on Managebac.

Summative assessments are set at the end of a learning phase (e.g. at the end of a unit) and planned in advance. They are designed to measure what the student can do in authentic contexts. They are normally taken during class periods and evaluated against IB criteria in all the subjects. The teacher will keep track of these summative results on Managebac. The summative tasks can be assessed against one or more assessment criteria. For each subject, on the basis of the task specific characteristics, the teacher decides which criteria will be used to assess the students. In summative assessments the teacher can award whole grades only (therefore grades like 7+ or 8/9 are not used). To make students aware of how they will be assessed, the teacher informs them about the criteria and the assessment rubric in use for the task well before it takes place. The assessment rubric can be specific (created by the teacher for the task purpose and therefore containing the specific descriptors of the applied criteria), or it can be a more general rubric realized by the teacher or subject department on the basis of the MYP guidelines.

As suggested in IBO (2014), to determine the achievement level, the teacher uses a

bottom-up approach, starting from the first descriptor; if the student exceeds its expectations, the teachers moves to the second descriptor, and the process moves upwards until the teacher arrives to a descriptor that exceeds the student's performance. If the teacher is undecided between two descriptors, the teacher applies a best-fit-approach.

Process for standardization of assessed students' work (MYP)

Subject area teams gather samples of students' work on a variety of assessments and compare scores in order to standardize assessment twice a year in specific collaborative planning meetings when samples are marked by teachers of the same subject or subject area. The process entails teachers gathering to reach a shared understanding of the criteria and achievement levels, as well as how to apply them.

Recording and reporting in MYP

The school has two formal reporting periods during the school year. Report cards are issued at the end of the first term (in February) and at the end of the school year (June). Report cards, issued at the end of each term, show grades for each subject on a scale from 1 to 7. The grade in each criterion is determined by the teacher using the best fit approach, which considers the students' results during the term, or the year, the overall student progress, the formative assessments and the student's specific situation. This is in line with the key features of the MYP assessment which distinguish between summative and formative assessments and evaluating student's performance in a holistic manner, not simply considering individual components or averaging the scores of the previous summative assessments (IBO, 2014).

The best-fit approach reflects the criterion-related philosophy of MYP assessment which does not require students to meet every strand of a criterion in order to be awarded a specific achievement level. MYP assessment relies on teachers' professional judgment to develop and apply shared understandings of "*what good looks like*" (IBO, 2014).

Over the two school terms (the former being made of 5 months and the latter of four months and a half) all the criteria will be evaluated in each subject at least twice. The final resulting grade from 1 to 7 is obtained by comparing the total grades to the grade boundaries that are described for each subject in IBO subject guides and clearly written on the school report cards, on Managebac, on the school website and here below.

This final grade mirrors the student level of achievement description according to the IBO rubric (IBO, 2014). The following table describes the general meaning for the different levels of achievement and the corresponding grade boundaries. For the June report cards, a passing mark is a grade of 4 or above for all subjects, but for Personal Project and Interdisciplinary Learning a grade of 3 is considered sufficient.

Table 4 - MYP General Grade Descriptors

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.

National assessment requirements:

Although many of our students take the National Exam at the end of MYP3, we do not formally assess students for the national exam, but we do help them prepare with written mock exams in Italian, Math, Language Acquisition subjects and oral assessments similar to the National exam requirements to give them an indication of their levels of achievement.

The Italian State exam (Esame di Stato conclusivo del primo ciclo di istruzione) is compulsory. DIS teachers will prepare students for the exam, while assessment will be carried out by teachers from the Italian State School system. Exceptions may be made for international students or students who have been schooled abroad on a case by case basis.

Promotion Policy:

All the requirements below must be met either in June (end-of-year reports) or in September (re-sit examinations) in order for a student to progress to the next grade.

In the following, “insufficient” refers to a final grade equal to or lower than 3 out of 7.

A student is promoted in June if:

- they have no insufficient grades,
- they have only one insufficient grade provided it is not in English.

A student is considered in failing condition in June if:

- they have an insufficient grade in English
- they have 2 or 3 insufficient grades.

Students in failing condition have to sit make-up exams for those subjects, for which the student has obtained a failing grade, before the beginning of the next school year.

Students are admitted to the following class if:

- all subjects are recovered with a grade equal to or higher than 4, or
- at most one subject remains insufficient with the exception of English.

Students have to repeat the grade if:

- more than one subject remains insufficient after the make-up exam
- the grade obtained on the English make-up exam is insufficient.

Students fail the year if:

- they have four or more insufficient grades on the June report card,
- they have an absence rate equal to or greater than 25%*,
- they are involved, not as the injured party, in one or more incidents of misconduct. In such cases, the Class Council may consider potential disciplinary actions, which may include failing or expulsion.

To enroll in MYP4, students must successfully complete MYP3[1]Passing the Italian State Exam alone does not automatically qualify a student for admission to MYP4. The outcome of the Italian state exam does not affect the results of our school's assessments or report cards, as these follow a different educational pathway.

***ABSENCES:** The total number of absences should not exceed 25% of the total number of school days. If a student exceeds this limit, the Class Council may decide that the student must repeat the year. Exceptions may be granted on medical grounds (with appropriate certification) or in the case of student athletes.

Assessment of Interdisciplinary Learning

As suggested in IBO (2019): "*Interdisciplinary learning can take place between different subject groups and between different disciplines within a subject group to encourage broader perspectives on complex issues and deeper levels of analysis and synthesis*". MYP students will engage in one collaboratively planned interdisciplinary unit (IDU) in each year of the MYP in which they will integrate knowledge and skills from two subject groups to build new competencies.

The IDU assessment is based on 3 criteria (A, B and C) unlike the other subjects which are based on 4 criteria. Please note that for the IDU, as for the Personal Project, a final grade of 3 (maximum sum of criteria = 7) is considered sufficient (IBOc, 2021).

[1] See DIS Admission Policy

The grade boundaries for the IDU are presented below:

Table 5 - IDU grade boundary guidelines for school-based reporting

Grade	Boundary guidelines	Level descriptor
1	1-3	Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates evidence of critical or creative thinking to make connections between disciplines and reflect on personal development. Very inflexible, rarely shows evidence of knowledge, skills or action taken or to be taken.
2	4-6	Produces work of limited quality. Communicates limited understanding of some concepts and contexts. Demonstrates limited evidence of critical and creative thinking to make connections between disciplines and reflect on personal development. Limited evidence of transfer of interdisciplinary knowledge and reflection on actions taken or to be taken.
3	7-10	Produces work of an acceptable quality. Communicates basic interdisciplinary understanding of many concepts and contexts with occasional evidence of appropriate exploration of real-world issues, ideas and challenges, with occasional significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking to make connections between disciplines, create new understandings and reflect on personal development. Begins to transfer interdisciplinary knowledge and outlines action taken or to be taken with little insight.

4	11-13	Produces good-quality work. Communicates basic interdisciplinary understanding of most concepts and contexts through appropriate exploration of real-world issues, ideas and challenges, with few misunderstandings and minor gaps. Often demonstrates critical and creative thinking to make connections between disciplines, create new understandings and reflect on personal development. Transfers some interdisciplinary knowledge and outlines action taken or to be taken in familiar situations.
5	14-17	Produces generally high-quality work. Communicates good interdisciplinary understanding of concepts and contexts through effective exploration of real world issues, ideas and challenges. Demonstrates critical and creative thinking to synthesize and create new understandings and reflect on personal development, sometimes with sophistication. Usually transfers interdisciplinary knowledge and explains action taken or to be taken in unfamiliar situations.
6	18-20	Produces high-quality, occasionally insightful work. Communicates extensive interdisciplinary understanding of concepts and contexts through effective exploration of real-world issues, ideas and/or challenges. Demonstrates critical and creative thinking to synthesize and create new understandings and reflect on personal development, frequently with sophistication. Transfers interdisciplinary knowledge and explains action taken or to be taken in unfamiliar situations.
7	21-24	Produces high-quality, frequently insightful work. Communicates comprehensive, nuanced interdisciplinary understanding of concepts and contexts through effective exploration of real-world issues, ideas and/or challenges. Consistently demonstrates sophisticated critical and creative thinking to synthesize and create new understandings and reflect on personal development. Frequently transfers interdisciplinary knowledge and discusses action taken or to be taken in unfamiliar situations.

Assessment of the MYP Personal Project

The MYP personal project is a student-centered and age-appropriate practical exploration in which students consolidate their learning throughout the programme. This long-term project is designed as an independent learning experience of approximately 25 hours (IBO, 2021).

MYP4 students are introduced to the Personal Project in the spring. Then the project is completed during MYP5. Personal Project standardization is carried out during an ad-hoc meeting where, after sharing assessment criteria, examiners' moderation feedback, as well as the latest assessment report and recommendations published by the IB, sample student reports from previous years are assessed and discussed in groups to set a standard and ensure consistency for the upcoming assessment of individual students. A month later, teachers assess the work of a student they did not supervise during the process to guarantee a level of objectivity comparable to that of external examiners. The project is externally moderated.

Diploma Years Programme

Overview

DP assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example:

- Analyzing and presenting information
- Evaluating and constructing arguments
- Solving problems creatively. Basic skills are also assessed, including:
- Retaining knowledge
- Understanding key concepts
- Applying standard methods.

In addition to academic skills, DP assessment encourages an international outlook and intercultural skills, wherever appropriate (IBOa, 2025).

At DIS we consider assessment as an authentic and continuous process that provides feedback to our students to help them improve in their learning process. Grades are neither the result of an average of assignments, nor the result of a single summative assignment.
Instead, final term grades will take into account the accumulated learning shown by a student. Formative learning with constructive feedback should result in improved performance over time. Research shows that constructive feedback is the most powerful learning tool for student performance growth (Zorman, 2016). Thus, term grades are an indication of the level the student has finally attained and sustained according to the teachers' professional judgment, which reflects, among other things, the IB best fit approach.

Assessment in practice

Using formative and summative assessment, depending on the subject and on the specific task to be evaluated (papers, orals, literature written task, explorations, lab reports), students' works are assessed awarding marks according to different systems:

- Mark-schemes,
- Markbands,
- Criteria,
- A combination of the aforementioned.

To assign grades, if tasks are past IB exam papers, teachers typically use the markscheme and the relative

grade boundaries provided by the IBO (IBOb, 2025). If instead the tasks are extracts or modification of past papers, teachers model the markschemes and the grade boundaries accordingly. When a subset of the criteria is used for a particular task, teachers assign to each assessed criterion a grade using the best fit approach, and then convert them to a grade from 1 to 7 using their professional judgment and considering IB subject-specific grade boundaries. Teachers are required to inform students of the assessment criteria for each task and clarify what is expected in order to meet those standards.

Formative and Summative Assessment in the DP

Refer to the relative section on the MYP, as the method for distinguishing between formative and summative assessments in the DP is aligned with that of the MYP.

Homework assessment in the DP

Formative assignments and summative assignments (excluding official IB assessment components) that are submitted late will receive no feedback from the teacher. Additionally, parents are notified when students fail to upload or hand in assignments on time.

The late submission or upload of summative assignments (excluding official IB assessment components) will also result in a grade penalty, applied as a deduction in points or percentage. The extent of the penalty is at the teacher's discretion and may vary across different subjects. Students will be informed of the original grade achieved, prior to the application of the penalty.

Process for standardization of assessed students' work (DP)

DP teachers meet twice a year in departments to discuss, moderate and ensure that marking standards follow the assessment indications of the published subject guides.

Recording and reporting in the DP

Just like in the MYP, in the DP two formal reporting periods occur during the school year. Report cards are issued at the end of the first term (February) and at the end of the school year (June). Report cards show a grade for each subject on a scale from 1 to 7 and the teacher's comment. The grade in each subject is determined by the teacher using the *best fit approach*, who considers the student's results during the term, or the year, the global student progress, the formative assessments and the student specific situation.

The final subject grade (from 1 to 7) mirrors the student level of achievement description. Grade

descriptors for each subject group are outlined in the Diploma Programme Grade Descriptors document (IBO, 2017).

Promotion to DP2

Students will be considered in a *failing condition* at the end of DP1 if they do not meet the criteria required for obtaining the IB Diploma. In addition, total absences must not exceed 25% of the total number of school days. In such cases, the Class Council may decide that the student must repeat the year. Exceptions may be granted on medical grounds (with appropriate certification) or in the case of student athletes.

Upload of IB Assessment Components, Core, & related work

Should a student fail to upload work that is part of an official IB assessment component (e.g.: first drafts, HL essay outline, etc.) by the deadline, the supervisor/teacher will record a behavioral note on Managebac. In such cases, teacher feedback will be postponed. Should the student's delay persist, disciplinary action will be taken by the class council. This does not apply in cases of adverse circumstances, supported by adequate evidence.

Should a student fail to upload an official IB assessment component (i.e.: final drafts) by the deadline, the supervisor/teacher will record a behavioral note on Managebac.
Failure to upload the final draft of the Extended Essay or Theory of Knowledge Essay, or the failure to upload final drafts in two or more other subjects, will result in immediate suspension with mandatory attendance. The length of the suspension will be determined by the class council. This does not apply in cases of adverse circumstances, supported by adequate evidence.

Assessment of Core subjects

Theory of Knowledge (TOK) and the Extended Essay (EE) are graded from A to E. The third core element, CAS, is not graded. Students can be awarded from 0 to 3 points for elements of the core, which will be added to the total score for the subject grades. A candidate may not be awarded the IB diploma if they receive a grade of E in either TOK or EE, or if they do not complete CAS. The number of points is determined using the table below (IBO, 2019).

Table 7 – Assessment of Core Subjects

(IBO, 2019)

		THEORY OF KNOWLEDGE				
		A	B	C	D	E
Extended Essay	A	3	3	2	2	Failing condition
	B	3	2	2	1	
	C	2	2	1	0	
	D	2	1	0	0	
	E	Failing condition				

Final Diploma Grade

The overall diploma points are calculated by adding together the grades (1 up to 7) achieved in each of the six subjects and, in addition, by adding the points (0-3) achieved considering the grades achieved in the core subjects (Theory of Knowledge and Extended Essay).

Assessment

A variety of methods are used to measure student achievement against the objectives of each course.

External Assessment

Examinations consist of two or three written papers for each subject, covering the full two-year Diploma Programme syllabus. These may include essays, structured problems, short-answer questions, data-based questions, open-ended responses, case study questions, and (to a limited extent) multiple-choice questions.

In addition, there are a limited number of externally assessed coursework components, such as the Extended Essay, Theory of Knowledge, and World Literature assignments. These tasks are completed over an extended period under teacher supervision and are assessed by external examiners.

Internal Assessment

Teacher assessment is used in most courses. Assessment types may include oral work in languages, historical investigations in History, laboratory work and scientific investigations, and mathematical explorations. Internal assessments are moderated by external examiners and typically contribute

between 20% and 30% of the final grade, depending on the subject and level.

Responsibilities

Students' Responsibilities

- Be autonomous learners by thinking independently, monitoring their own progress, and taking responsibility for deadlines.
- Effectively communicate with teachers to get personalized feedback and support
- Prepare adequately for all assessments to maximize progress and performance.
- Submit work on time, meeting all deadlines without exception.
- Follow and complete tasks posted on Managebac to ensure adequate progress and maximise potential.
- Follow Academic Integrity guidelines and ensure that any work that is submitted is the student's own, or referenced as indicated in the DIS Academic Integrity Policy.

Parents' Responsibilities

- Develop an understanding of their child's progress.
- Develop an understanding of the learning goals that their child is working towards.
- Provide opportunities to support and celebrate student learning.
- Regularly engage and communicate with teachers regarding their child's progress.

Teacher's Responsibilities

- Prepare assessment activities and tasks to allow students access to the full range of achievement descriptors.
- Inform students of the criteria that will be used to evaluate any work turned in for assessment
- Plan the summative tasks in advance on ManageBac and include the criteria used at the beginning of each summative task.
- Help students understand what is required of them to fulfill the criteria for a particular piece of assessed work. Teachers will clarify to the students how the criteria apply to the task specifically, on ManageBac.
- Develop assessment rubrics to be applied to all summative assessment tasks.
- Give timely and detailed written and oral feedback on assignments.
- Create opportunities for students to assess their own work and to assess and be assessed by their peers.
- Focus on the assessment of students' learning outcomes.
- Analyse assessment data to identify patterns of individual student performance and needs.
- Compare common assessment data with other teachers to assess where student learning has been effective during Collaborative Planning.

- Hold moderation meetings at least twice a year in the PYP, and in MYP and DP departments. Sessions in the PYP and at least twice a year in moderation meetings to be held within each Department in MYP and DP.
- Show awareness of the diversity of learning styles of the class by using a variety of
- assessment and teaching strategies.
- In the PYP and in the MYP, assess formatively with feedback, before assessing summatively.
- Work with the Learning Support Team (Educational Psychologist, Inclusion staff) to discuss assessments that will effectively assess the learning of students with specific educational needs.
- Communicate with the Head of Year, SEN referent, and/or programme coordinators and parents when students have excelled or been challenged by an assessment.

Programme coordinators, Head of Year, Head of Departments' responsibilities

Programme coordinators, Heads of Year, Heads of Departments, have several key responsibilities. They are tasked with observing and encouraging peer-to-peer observations, fostering a culture of dialogue and reflection around the different types of assessment: assessment as learning, assessment of learning, and assessment for learning. Teachers are encouraged to observe others' classes with coordinators, dedicating time in their schedules to monitor how assessment is conducted. Additionally, coordinators organize training sessions on using and interpreting data, supporting staff in the use of diverse assessment strategies.

Professional development workshops are organized for new teachers by the Head of School and are monitored by the Programme Coordinator. New teachers meet at the beginning of the year with the Heads of Department to be trained on the specific assessment types and related procedures. Time is also provided in the school planning agenda for teachers to plan and reflect on assessment, with two meetings scheduled each year specifically for this purpose: one for reviewing the assessment policy and another for standardization. Programme coordinators hold an annual meeting with parents and the school council in June to inform them about and align them with the school's Assessment and Academic Integrity policies.

Finally, they analyze whole-school data trends and plan professional development to align with achievement goals.

Meetings with PYP, MYP & DP parents

Parents have the opportunity to meet teachers and discuss their performance throughout the year. In the PYP we have Open Houses, so parents can come and see the student's work and students can share their learning experiences with their parents. Formal, periodic meetings are scheduled with PYP parents

throughout the year as well. Each MYP and DP subject teacher dedicates an hour a week, during school hours, to parent meetings. Twice a year general parent-teacher meetings are scheduled so that all teachers are available on the same day, after school. In addition, when report cards are released, Heads of Year are available for students and parents, who can meet them individually without an appointment. Year level progress meetings, attended by parent representatives, are set two times a year to discuss the overall class behavior, learning and class activities.

Policy Creation and Revision Process

The Assessment Policy was created by a committee which consisted of the DP and MYP Coordinator, and other teachers from several Subject Groups. It is then revised every year by the DP and MYP coordinator and then approved in the School Council by the teaching community of the school.

Policy Alignment

The DIS assessment policy aligns with our policies as indicated below:

...to the IB Learner profile

One of the IB Learner Profile attributes is being reflective, meaning that students should be able to analyse their own strengths and weaknesses through self, peer and teacher's assessment.

...to the school's Admission Policy

Our Admission policy is closely aligned with our Assessment Policy, ensuring that new students are admitted only if they demonstrate the potential to succeed in DIS assessments at the grade level for which they are applying.

...to the school's Academic Integrity Policy

When assessing, teachers will follow the guidelines set out in the school Academic Honesty Policy which details out what are the clear consequences of academic misconduct. For DP students, teachers review the Academic Integrity Contract with students to ensure that all students' work accepted or submitted for assessment is the authentic work of the student.

...to the school's Language Policy

Our assessment policy aligns with our language policy because our assessment policy is directly applicable to native speakers as well as second language speakers.

...to the school's Inclusion Policy

All students are assessed against the IB MYP and DP criteria. However, Special Educational Needs students are taken into consideration based on their relevant official documentation (e.g. extra time, schemes, drawings, mindmaps calculator or laptops allowed, etc...). Please see the table included at the end of DIS Inclusion Policy for further details. Differentiation is also taken into account in our written curriculum when designing a unit, an activity or a task.

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