British International School

Assessment Policy

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This Assessment Policy outlines the principles, practices, and procedures employed at British International School Lubumbashi (BISL) across all teaching programmes: Cambridge Primary (Stages 2-6), IB Middle Years Programme (MYP Years 1-5), and IB Diploma Programme (DP Years 1-2). Our comprehensive approach to assessment is designed to support student learning, inform teaching practices, and provide meaningful feedback that enables continuous improvement. Assessment at BISL integrates formative and summative methods aligned with international standards while recognizing the diverse needs of our multicultural student population in Lubumbashi.

Mission and Vision in Assessment

BISL Mission Statement: To provide a rigorous, inclusive international education that develops critical thinkers, ethical global citizens, and confident lifelong learners prepared for success in higher education and beyond.

Assessment Philosophy: We believe that assessment is an integral process that encompasses monitoring, documenting, measuring, and reporting on student learning. Assessment serves multiple purposes: to diagnose learning needs, to provide formative feedback that guides instruction, to measure achievement against established criteria, and to celebrate student progress. Our assessment practices reflect the school's commitment to equity, inclusion, and the development of the IB Learner Profile attributes across all programmes.

Core Principles of Assessment at BISL

- **Purposeful Integration:** Assessment is seamlessly integrated into curriculum planning and classroom instruction to enhance learning outcomes.
- **Diverse Methodologies:** We employ varied assessment strategies that accommodate multiple learning styles, developmental stages, and cultural contexts.
- **Student Agency:** Students participate actively in assessment through self-evaluation, goal-setting, and reflection, developing metacognitive awareness.
- **Transparency and Communication:** Assessment criteria, expectations, and results are clearly communicated to students, parents, and teachers.

- **Continuous Improvement:** Assessment data informs instructional adjustments, curriculum review, and professional development initiatives.
- **Fairness and Inclusivity:** All assessments provide accessible pathways for students to demonstrate learning while maintaining academic rigor.
- **Developmental Appropriateness:** Assessment practices reflect the cognitive, emotional, and social development of students at each stage.

Connection to International Standards

International Baccalaureate Continuum

BISL integrates the IB philosophy throughout all three programmes. Our assessment practices align with the *Programme standards and practices (PSP, 2014)*, specifically within **Standard C1: Collaborative planning**, **Standard C4: Assessment**, and the culture-related expectations in **Standard A: Philosophy** and **Standard B1: Leadership and structure.** These standards require that schools:

- Implement, communicate, and regularly review assessment policies that create a culture of continuous learning and growth
- Ensure assessment practices are aligned with IB philosophy concerning learning and assessment
- Identify and adhere to both local and IB requirements
- Provide clear descriptions of rights, responsibilities, and good assessment practices
- Use assessment data to support student learning and inform teaching

Cambridge Assessment Framework

Cambridge Primary assessments measure progress against Cambridge learning objectives. The framework emphasizes:

- Diagnostic assessment to identify learning needs and potential
- Formative assessment to support ongoing learning
- Summative assessment through Cambridge Checkpoint tests and teacher assessment
- Recognition of progress across cognitive domains including literacy, numeracy, and critical thinking

Assessment Across All Programmes

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Formative Assessment

Formative assessment occurs continuously throughout teaching and learning. It includes:

- Daily observations and questioning
- Exit tickets and quick checks for understanding
- Peer and self-assessment activities
- Classroom discussions and interactive dialogue
- Homework and practice assignments
- Drafting processes for extended work

Purpose: To identify student understanding in real-time, adjust instruction accordingly, and provide specific feedback that helps students progress toward learning objectives.

Frequency: Ongoing throughout each unit or module

Feedback Focus: Constructive, timely feedback emphasizing growth and next steps for learning

Summative Assessment

Summative assessments occur at the end of learning sequences and measure achievement against predetermined criteria. These include:

- Unit assessments and examinations
- Performance tasks requiring application of knowledge and skills
- Projects and extended investigations
- Cambridge Checkpoint assessments (Primary)
- MYP on-screen examinations and controlled assessments
- IB Diploma external examinations and internal assessments

Purpose: To measure student achievement, assign grades, and communicate progress to stakeholders

Timing: At the conclusion of units, terms, or programmes

Reporting: Criterion-related grades with qualitative commentary

Assessment as Learning

Students engage in self-reflection and metacognitive practices that develop assessment capability. Strategies include:

- Personal learning goal-setting and monitoring
- Reflection prompts on progress toward success criteria
- Student-led conferences with parents
- Portfolio development showcasing growth
- Peer feedback and collaborative evaluation

Purpose: To develop independent, self-regulated learners who understand their learning and can adjust strategies

Programme-Specific Assessment Frameworks

Cambridge Primary (Stages 2-6): Years 3-6

Learning Objectives and Assessment

Cambridge Primary provides clear learning objectives organized by subject and stage. Assessment measures progress against these objectives across:

Core Subjects:

- English as a First Language (comprehension, writing, speaking)
- Mathematics (number, geometry, measurement, reasoning)
- Science (living things, materials, physical processes)
- Global Perspectives (critical thinking, research, collaboration)

Complementary Subjects:

- Arts and Design
- Physical Education
- Information and Digital Literacy

Assessment Methods in Cambridge Primary

Classroom Formative Assessment:

- Observation of student engagement and understanding
- Questioning during lessons to gauge comprehension
- Practical activities and hands-on problem-solving
- Creative assignments and open-ended tasks
- Reading records and guided reading observations
- Numeracy and literacy skill assessments

Cambridge Checkpoint Assessments:

- On-screen adaptive assessments administered twice yearly
- Diagnostic in nature, providing detailed insights into student abilities
- Provide benchmarking against global cohorts
- Support identification of learning needs and gifted students

Teacher-Assigned Summative Assessments:

- Unit-based assessments aligned with objectives
- Varied formats: written tests, performances, presentations, investigations
- Criterion-related using 4-point scale:
    - **Approaching:** Student is developing understanding
    - **Developing:** Student demonstrates basic understanding
    - **Secure:** Student shows solid understanding
    - **Mastered:** Student demonstrates comprehensive understanding

Reporting to Parents:

Progress reports are issued three times annually through ManageBac:

- Formal termly reports including teacher comments on progress
- Parent-Teacher Conferences enabling dialogue about learning
- Student-Led Conferences where students present learning evidence
- Supplementary reports on specialist subjects

Supporting Differentiation in Cambridge Primary

Teachers employ varied assessment strategies to capture learning from all students:

- Multiple pathways to demonstrate understanding
- Modified questions and tasks for students with additional needs
- Extended investigations for accelerated learners
- Visual, auditory, and kinesthetic assessment options

IB Middle Years Programme (Years 1-5): Years 7-11

MYP Assessment Philosophy and Criterion-related Model

The MYP assessment model is criterion-related and standards-based, using subject-group specific assessment criteria (A–D) that are directly aligned with the published MYP objectives. Rather than norm-referenced comparison between students, teachers use the best-fit approach to judge student work against clearly defined achievement level descriptors on the 1–8 scale.

In a criterion-related model, student performance is evaluated against predetermined descriptors that state what success looks like at each level, instead of comparing students to one another. This supports transparency, consistency and a focus on individual progress.

Subject-Specific Criteria

Each subject group in the MYP contains four assessment criteria reflecting program objectives:

Group 1: Language and Literature

- Criterion A: Analyzing
- Criterion B: Organizing
- Criterion C: Producing text
- Criterion D: Using language

Group 2: Language Acquisition

- Criterion A: Listening
- Criterion B: Speaking
- Criterion C: Reading
- Criterion D: Writing

Group 3: Individuals and Societies

- Criterion A: Knowing and understanding
- Criterion B: Investigating
- Criterion C: Communicating
- Criterion D: Thinking Critically

Group 4: Sciences

- Criterion A: Knowing and understanding
- Criterion B: Inquiring and Designing
- Criterion C: Performing and Evaluating
- Criterion D: Reflecting on the Impacts of Science

Group 5: Mathematics

- Criterion A: Knowing and understanding
- Criterion B: Investing Patterns
- Criterion C: Communicating
- Criterion D: Applying Mathematics in the Real-Life Contexts

Group 6: Arts

- Criterion A: Knowing and understanding
- Criterion B: Developing Skills
- Criterion C: Thinking Creatively
- Criterion D: Responding

Group 7: Physical and Health Education

- Criterion A: Knowing and understanding
- Criterion B: Planning for Performance
- Criterion C: Applying and Performing
- Criterion D: Reflecting and Improving Performance

Group 8: Design

- Criterion A: Inquiring and Analyzing
- Criterion B: Developing ideas
- Criterion C: Creating the Solution
- Criterion D: Evaluating

Formative and Summative Assessment in MYP

Formative Assessment:

- Diagnostic assessments at unit commencement
- Class activities and practice exercises
- Observations and questioning
- Peer and self-assessment
- Drafting opportunities with feedback
- Checkpoint assessments mid-unit

Summative Assessment:

- Task-specific assessments aligned to criteria A–D
- Examinations (term)
- Projects, performances, and extended investigations
- On-screen examinations (Year 5)
- **Task-specific clarification** and task-specific rubrics shared with students before they begin the assessment

For every summative assessment, teachers develop **task-specific clarification** that unpacks the MYP criteria for the particular task. Task-specific clarification may take the form of annotated criteria, an adapted rubric, checklists, or exemplars that clearly describe what achievement at each level looks like in the context of that task.

Assessment Administration:

- All assessments are criterion-based using 8-level descriptor scale
- Each criterion assessed at least twice per semester

- Task-specific rubrics, as a form of task-specific clarification, adapt the published MYP criteria to the context of the task while preserving the original level descriptors. They help students understand success criteria in student-friendly language and support consistent marking.
- Task-specific clarification is reviewed with students before, during and after the task to support assessment for learning.
- "Best-fit" approach used when work aligns to multiple levels
- Feedback provided within five working days

MYP Personal Project and Community Project

The Personal Project (Year 5) and Community Project (Years 3-4) represent culminating assessments integrating skills developed throughout the programme:

- **Inquiring and Analysing:** Students frame research questions and investigations
- **Developing Ideas:** Planning and preparation phases
- **Creating and Taking Action:** Implementation and creation
- **Evaluating:** Reflection on process, product, and impact

These projects develop agency, independence, and the capacity to apply learning to real-world contexts.

Grade Boundaries and Reporting in MYP

Final MYP grades (1-7 scale) are determined by adding criterion achievements and applying IB-published boundaries:

Grade	Boundary	Descriptor
7	28-32	Excellent: Comprehensive, nuanced understanding with sophisticated critical thinking
6	24-27	Very Good: Extensive understanding; frequently innovative work
5	19-23	Good: Generally high-quality work; demonstrates critical thinking
4	15-18	Satisfactory: Good-quality work; occasional critical thinking
3	10-14	Acceptable: Basic understanding with occasional gaps
2	6-9	Limited: Gaps in understanding; limited critical thinking
1	1-5	Very Limited: Significant misunderstandings

Reporting Timeline:

- Summative grades recorded at end of each term
- Detailed reports on ManageBac including criterion levels and qualitative feedback
- Parent-Teacher Conferences in October and March
- Student-led reflection on approaches to learning and progress toward goals

MYP eAssessments (Year 5)

Students completing MYP Year 5 take eAssessments in selected subjects. The school ensures:

- Students understand examination format and regulations
- Practice papers familiarize students with question types
- Study support provided during revision periods
- Invigilation follows IB protocols ensuring academic integrity

IB Diploma Programme (Years 1-2): Years 12-13

DP Assessment Overview

The Diploma Programme employs a balanced approach combining:

- **External Assessment:** Examinations designed by the IB (80% of final grade typically)
- **Internal Assessment:** School-based work moderated by the IB (20% of final grade)
- **DP Core Components:** Theory of Knowledge, Extended Essay, Creativity, Activity, and Service

Assessment is criterion-related against subject-specific grade descriptors on a 1-7 scale.

DP Subject Assessment

Each DP subject includes:

External Assessment Components:

- Written examinations (Papers 1, 2, 3)
- Structured response and essay questions
- Data-response and case-study questions
- Varying time allocations (1.5 to 3 hours)

Internal Assessment Components:

- Subject-specific: oral presentations, portfolios, investigations, fieldwork, practical work
- Formally assessed by teachers using IB criteria
- Submitted to IB for moderation
- Typically worth 20% of final grade

Theory of Knowledge (TOK)

TOK is a compulsory core component developing critical thinking about knowledge itself. Assessment includes:

TOK Essay (1,600 words):

- Responds to IB-prescribed title
- Examines real-world examples through epistemological lens
- Assessed on criteria: understanding, application, examples, organization, expression

TOK Exhibition:

- Explores a TOK prompt through TOK perspectives
- 750 word commentary using 3 objects
- Demonstrates interconnection between TOK and content areas

Extended Essay (EE)

The Extended Essay develops academic research skills through independent investigation:

- **4,000-word research essay** on topic of student choice
- Developed over approximately 40 hours of work
- Supervised by assigned teacher-supervisor

- Assessed on criteria: research question, introduction, investigation, knowledge and understanding, reasoned argument, application of analytical and evaluative skills, use of language

Creativity, Activity, and Service (CAS)

CAS is a core component distinct from curriculum but integral to Diploma:

- **Creativity:** Artistic and creative endeavors
- **Activity:** Physical activity and wellness engagement
- **Service:** Meaningful contribution to community

Students maintain CAS records documenting:

- Participation and learning
- Development of self-awareness and social responsibility
- Impact on school and local community

CAS is not assessed with marks but evaluated on engagement, reflection, and learning demonstrated.

DP Formative and Summative Assessment

Formative Assessment:

- Class tests and quizzes
- Discussion and participation
- Written assignments and practice problems
- Oral presentations and rehearsals
- Feedback on draft extended essay chapters
- Mock examinations in Year 2

Summative Assessment:

- Semester examinations (internal)
- Final IB external examinations (May/November)
- Submitted internal assessments
- Completed extended essay
- Final CAS portfolio

Assessment Frequency and Feedback:

- Continuous assessment throughout two years
- Feedback on all formative work within five working days
- Regular progress reports via ManageBac
- Parent-Teacher Conferences twice yearly
- Predicted grades communicated by November of Year 2

DP Grade Descriptors

Final DP grades (1-7 scale) reflect:

Grade	Descriptor

7	Excellent: Consistent, thorough understanding; application in varied situations; consistent evidence of analysis, synthesis, and evaluation; originality and insight
6	Very Good: Thorough understanding with consistent application; evidence of analysis, synthesis, and evaluation; demonstrates originality
5	Good: Consistent understanding with application in variety of situations; analysis, synthesis, and evaluation where appropriate; occasional originality
4	Satisfactory: Good general understanding; applies in normal situations; occasional evidence of analytical and evaluative skills
3	Mediocre: Limited understanding with application in familiar contexts only
2	Poor: Limited achievement with difficulty applying skills; minimal understanding
1	Very Poor: Minimal achievement; lacks understanding and application

DP Predicted Grades

Predicted grades are submitted to universities and the IB:

- Based on comprehensive evidence from Year 1 and early Year 2 assessments
- Determined through departmental consensus
- Reflect realistic expectations for final performance
- Submitted by first week of November for university applications
- Confirmed by early March for IB submission

Managing Assessment: Equity and Accessibility

Differentiated Assessment

BISL recognizes that students demonstrate learning in varied ways. Assessment differentiation includes:

- **By Readiness:** Varied complexity of tasks meeting students at their current level
- **By Interest:** Choice in assessment topics and formats
- **By Process:** Different pathways to complete assessments (oral, written, practical, digital)

Teachers scaffold assessment for developing learners and extend for advanced students while maintaining fidelity to established criteria.

Access Arrangements

Students with documented learning needs may receive:

- Extended time
- Use of assistive technology
- Modified question formats
- Alternative assessment venues
- Readers or scribes where appropriate

Access arrangements are determined by the inclusion team following formal assessment and require documentation. Implementation is consistent across programmes while adhering to IB and Cambridge guidelines.

Language Support

Many BISL students are learning English as an additional language. Assessment practices:

- Recognize linguistic development as distinct from content understanding
- Allow additional processing time when needed
- Assess communication skills separately from subject understanding where appropriate
- Provide vocabulary support and clarification

Academic Integrity in Assessment

Principles and Policies

BISL upholds the highest standards of academic honesty. Students understand that:

- All submitted work must be authentic and original
- Proper attribution and citation are required
- Collaboration must be clearly delineated
- Breaches of integrity have serious consequences

For Cambridge Primary: Teachers ensure students understand concepts of fair attribution, avoiding plagiarism, and honest effort.

For MYP: Academic integrity is integrated across subject areas with explicit instruction on citation, paraphrasing, and respectful use of sources. The school follows the BISL Academic Integrity Policy for investigation and resolution of suspected malpractice.

For DP: Compliance with IB Academic Integrity Policy is mandatory. Teachers ensure students understand authenticity requirements for internal assessments and examinations. Suspected malpractice is reported to the DP Coordinator for investigation.

Consequences for confirmed academic dishonesty range from remedial instruction and reassessment to disciplinary action.

Assessment Tools and Technologies

Data Management and Reporting

BISL utilizes ManageBac as the primary platform for:

- Recording and reporting assessment data
- Communicating with students and parents
- Organizing assessment calendars
- Storing assessment evidence
- Facilitating self-reflection and goal-setting

Cambridge Primary utilizes adaptive assessments and reporting.

Assessment Calendars

- Assessment schedules are published well in advance (minimum 5 school days notice for summative assessments)
- Excessive assessment clustering is avoided to allow adequate instruction time
- Notification includes task descriptions, criteria, rubrics, and due dates

Feedback and Feed-Forward

Feedback is:

- **Timely:** Provided within 5-6 working days of submission
- **Specific:** Referencing established criteria and success indicators

- **Constructive:** Identifying strengths and areas for growth
- **Actionable:** Providing clear next steps for improvement
- **Personalized:** Addressing individual student needs and goals

Feed-forward connects assessment feedback to future learning opportunities and goal adjustments.

Assessment for Teaching and Learning

Using Assessment Data to Inform Practice

Teachers utilize assessment data to:

- **Identify Learning Needs:** Early identification of students requiring additional support or acceleration
- **Adjust Instruction:** Modify teaching strategies, pace, and content based on student understanding
- **Plan Interventions:** Develop targeted support for students not meeting learning goals
- **Provide Enrichment:** Extend learning for advanced students
- **Reflect on Effectiveness:** Evaluate curriculum design and pedagogy

Standardization and Moderation

Within Departments:

- Teachers review and discuss assessment samples together
- Share rubrics and exemplars of quality work
- Ensure consistent application of criteria across sections
- Align standards and grading practices

Across Programmes:

- Meetings facilitate consistency in understanding and application of assessment criteria
- Moderation occurs at least once per semester in MYP and DP
- Sample discussions include PYP and Cambridge Primary work

External Moderation:

- IB moderates MYP Personal Project work
- IB moderates DP internal assessments
- Cambridge monitors teacher assessment practices

Reporting Student Progress

Primary Reporting Methods

Report Cards:

- Issued three times a term for Cambridge Primary as a hardcopy.
- Issued at end of each term for MYP and DP on ManageBac
- Include criterion-related grades with descriptive commentary
- Highlight progress, strengths, and areas for development

Parent-Teacher Conferences:

- Scheduled thrice yearly in Primary

- Enable dialogue about student progress and support needs
- Include data sharing and future planning
- Create partnership between home and school

Student-Led Conferences:

- Students present evidence of learning to parents in each term
- Develop student agency and ownership of learning
- Occur in MYP and DP towards end of each term
- Require student preparation and self-reflection

Progress Updates:

- Informal communications regarding significant progress or concerns
- May occur via email, phone, or in-person meetings
- Particularly important when students are not meeting expectations

Communication of Assessment Results

Assessment results are communicated with clarity and transparency:

- Success criteria and rubrics shared before assessment
- Students understand how work will be evaluated
- Results explained through clear descriptors and comments
- Parents receive understandable reporting of achievement
- Privacy maintained in all communications

Missing and Late Submissions

Missed Assessments

When students miss assessments due to documented absence:

- Alternative assessment opportunities are provided within the same assessment period when possible
- New tasks of equivalent rigor are created
- Modified deadlines accommodate recovery time
- Repeated absences trigger meetings with coordinators and parents

Late Submission of Work

Policy:

- Extensions may be granted for documented circumstances (illness, family emergency, etc.)
- Requests must be made before the due date when possible
- Parents must communicate concerning absences or need for extensions
- Repeated late submissions are addressed through meetings with parents and students

Consequences:

- Late submissions without extensions are recorded and noted in report comments
- Work submitted after deadlines may not receive full credit depending on programme requirements

- Persistent lateness impacts Approaches to Learning judgement

Professional Development and Assessment Capability

Teachers as Assessment Leaders

Ongoing professional development ensures teachers:

- Understand MYP and DP assessment criteria deeply
- Apply criteria consistently and fairly
- Provide high-quality feedback
- Use assessment data effectively
- Employ diverse assessment strategies
- Recognize and support diverse learners

PD opportunities include:

- IB-authorized workshops and training
- Department-based moderation and calibration sessions
- Mentoring from experienced colleagues
- Access to assessment resources and best-practice literature
- Reflection on assessment practice

Building Assessment Capability in Students

Students develop the ability to:

- Understand learning objectives and success criteria
- Self-assess against established criteria
- Provide and receive peer feedback
- Set personal learning goals
- Reflect on progress and adjustments
- Take ownership of learning

Assessment Policy Review

This Assessment Policy is reviewed biennially or as needed when:

- IB publishes new assessment guidelines
- Cambridge updates assessment frameworks
- Significant changes to school programmes occur
- Data indicates need for modification

Review involves:

- Academic leadership team and coordinators
- Department heads and subject teachers
- Inclusion team
- Student and parent consultation

The updated policy is approved by school leadership and communicated to the school community through ManageBac and staff meetings.

Appendix A- Task Specific Clarification Examples

Group 1 – Language and Literature

Task: Literary analysis essay on a studied novel.

- Criterion A: Analysing
  - "To reach level 7–8, your essay must explain in detail how the writer uses at least three techniques (for example characterization, setting, symbolism) to develop a central theme, and support each point with well-chosen quotations and explanation."

- Criterion B: Organizing
  - "To reach level 7–8, your essay must have a clear introduction with a focused thesis, well-sequenced body paragraphs (one main idea each), and a conclusion that synthesizes your main points without repeating."

- Criterion C: Producing text
  - "To reach level 7–8, your writing must be formal and academic, with varied sentence structures and vocabulary that are appropriate for literary analysis."

- Criterion D: Using language
  - "To reach level 7–8, your grammar, spelling and punctuation must be accurate, with very few minor errors that do not affect meaning."

Group 2 – Language Acquisition

Task: Writing a blog post (target language) about a healthy lifestyle.

- Criterion A: Comprehending spoken and visual text
  - "To reach the top levels, you must show you understood the model blog we read by using at least three similar structures (for example time phrases, opinion phrases, sequencing words) correctly in your own text."

- Criterion B: Communicating in response to text
  - "To reach the top levels, you must respond clearly to the task: give your opinion, explain your daily habits, and make two specific recommendations to the reader."

- Criterion C: Using language in spoken form (if oral version is used)
  - "To reach the top levels, you must speak fluently with mostly correct pronunciation and use linking words (first, then, finally, because, so) to connect ideas."

- Criterion D: Using language in written form
  - "To reach the top levels, you must use a range of familiar tenses accurately (present, near future, past) and show control of basic agreements (gender, number, verb endings)."

Group 3 – Individuals and Societies

Task: Research report on the impacts of rapid urbanisation in one chosen city.

- Criterion A: Knowing and understanding
  - "To reach level 7–8, you must accurately explain at least three key concepts (for example migration, land use, inequality) and apply them to your chosen city with specific facts and data."

- Criterion B: Investigating
  - "To reach level 7–8, you must frame a clear research question, use at least three relevant sources, and include correctly formatted in-text citations and a bibliography."

- Criterion C: Communicating
  - "To reach level 7–8, your report must follow the given structure (introduction, causes, impacts, responses, conclusion), use headings, and include at least one properly labelled map or graph."

- Criterion D: Thinking critically
  - "To reach level 7–8, you must evaluate both positive and negative impacts of urbanisation on different groups and judge how effective at least two responses have been, supporting your opinion with evidence."

Group 4 – Sciences

Task: Lab report on the effect of light intensity on photosynthesis (counting bubbles in pondweed).

- Criterion A: Knowing and understanding
  - "To reach the top levels, you must clearly explain what photosynthesis is, write the correct word or symbol equation, and relate light intensity to the rate of photosynthesis in your own words."

- Criterion B: Inquiring and designing
  - "To reach the top levels, you must write a focused, testable question (for example 'How does distance from the lamp affect…'), identify independent and dependent variables, and describe how you will keep at least three control variables constant."

- Criterion C: Processing and evaluating
  - "To reach the top levels, you must present your data in a clear table and graph, identify at least one pattern or relationship, and discuss at least two limitations and how they affect your results."

- Criterion D: Reflecting on the impacts of science
  - "To reach the top levels, you must connect your findings to a real-world context (for example greenhouse farming) and discuss one potential benefit and one potential concern."

Group 5 – Mathematics

Task: Investigation of surface area and volume of different prisms made from 1 sheet of card.

- Criterion A: Knowing and understanding
  - "To reach the top levels, you must correctly use formulas for area and volume and show all steps when calculating for at least three different prism designs."

- Criterion B: Investigating patterns
  - "To reach the top levels, you must systematically organise your results and describe any pattern you notice between surface area and volume in clear mathematical language."

- Criterion C: Communicating
  - "To reach the top levels, you must lay out your work clearly, use correct mathematical symbols, label diagrams, and explain your thinking using words as well as calculations."

- Criterion D: Applying mathematics in real-life contexts
  - "To reach the top levels, you must explain which design would be most efficient for packaging (and why), linking your decision to cost, material use, or practicality."

Group 6 – Arts

Task: Create and present an original artwork responding to the theme "Identity", with a short written artist statement.

- Criterion A: Knowing and understanding
  - "To reach the top levels, you must research at least one artist, describe how their work relates to identity, and explain how this has influenced your own ideas."

- Criterion B: Developing skills
  - "To reach the top levels, you must demonstrate confident and consistent use of chosen techniques (for example shading, layering, digital tools) appropriate to your chosen medium."

- Criterion C: Thinking creatively
  - "To reach the top levels, your artwork must show a personal and original response to the theme, not a copy of an example; your artist statement must clearly explain your concept."

- Criterion D: Responding
  - "To reach the top levels, you must evaluate your final work, explaining what is successful, what you would change, and how your piece communicates identity."

Group 7 – Physical and Health Education

Task: Performance and reflection in a small-sided invasion game (e.g., basketball) plus written reflection.

- Criterion A: Knowing and understanding
  - "To reach the top levels, you must accurately explain at least three rules and two key principles of attack and defence for this game."

- Criterion B: Planning for performance
  - "To reach the top levels, you must create a simple personal improvement plan that targets one fitness component and one skill, explaining what drills or activities you will use."

- Criterion C: Applying and performing
  - "To reach the top levels, you must consistently demonstrate appropriate technique (passing, moving into space, defending) and follow the rules throughout the game."

- Criterion D: Reflecting and improving performance
  - "To reach the top levels, your reflection must identify strengths and specific areas to improve, and link your next steps to your performance evidence."

Group 8 – Design

Task: Design, build, and evaluate a prototype phone stand.

- Criterion A: Inquiring and analysing
  - "To reach the top levels, you must define a clear design problem, analyse the needs of a specific user, and summarise findings from at least three relevant sources or existing products."

- Criterion B: Developing ideas
  - "To reach the top levels, you must produce a range of annotated design ideas and a final detailed drawing with accurate dimensions."

- Criterion C: Creating the solution
  - "To reach the top levels, you must follow your plan to construct a functional prototype that closely matches your design, and document any changes you make during construction."

- Criterion D: Evaluating
  - "To reach the top levels, you must test your product against the design specifications, present results clearly (for example a table), and make justified recommendations for improvement."

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This policy reflects BISL's commitment to rigorous, fair and student-centred assessment that promotes learning, supports wellbeing and recognizes diverse pathways to achievement across the continuum. All members of the BISL community share responsibility for implementing this policy consistently and ethically through their daily assessment practices, feedback, and use of data to support every learner's growth.