



Al-Rayan International School



# ASSESSMENT POLICY

2025 /2027

## ARIS Core Purpose

“We are a diverse community of learners that are committed to **Inspire, Empower** and **Transform** for a better world.”

## ARIS Core Values

- Greatness in Everyone.
- Learning with Everyone
- Creativity and Innovation by Everyone
- Service to Everyone
- Change for Everyone

## ARIS Characteristics

- Responsibility and Respect
- Passion and Mindfulness
- Collaboration and Communication
- Reflection and Action

## IB Mission Statement

The International Baccalaureate Organisation aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the IBO works with schools, governments, and international organisations to develop challenging international education programs and rigorous assessments. These programs encourage students worldwide to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be correct.

ARIS offers the following programmes:

- The International Baccalaureate Primary Years Programme (PYP)
- The International Baccalaureate Middle Years Programme (MYP)
- The International Baccalaureate Diploma Programme. (IBDP)
- The International Baccalaureate Career Programme. (IBCP)

## IB Learner Profile

At ARIS we believe in the learner profile. It helps us to share our planet and create a better world! Along with your facilitator and classmates, you will learn about the learner profile and have lots of chances to BE the learner profile!



### INQUIRERS

I am an Inquirer. I am curious to learn new things.



### THINKERS

I am a Thinker. I think and find solutions to problems.



### PRINCIPLED

I am Principled. I follow the rules and take responsibility for my choices. I am honest and fair.



### CARING

I am caring. I try to make things better and more positive. I think about others' feelings.



### BALANCED

I am balanced. I take care of myself and understand it is important to be healthy in my body and mind.



### KNOWLEDGEABLE

I am Knowledgeable. I learn and share my knowledge with others.



### COMMUNICATORS

I am a Communicator. I share my views and express my ideas.



### OPEN-MINDED

I am open-minded. I respect others' ideas, suggestions and points of view.



### RISK-TAKERS

I am courageous. I try new things and think about how to solve problems.



### REFLECTIVE

I am reflective. I think about what works and doesn't work and take action to improve

# TABLE OF CONTENTS

|                                                                                                                                                                                                                                                                                                                                                                                               |    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| ARIS Core Values.....                                                                                                                                                                                                                                                                                                                                                                         | 3  |
| ARIS Characteristics.....                                                                                                                                                                                                                                                                                                                                                                     | 3  |
| IB Learner Profile.....                                                                                                                                                                                                                                                                                                                                                                       | 4  |
| 1. Introduction.....                                                                                                                                                                                                                                                                                                                                                                          | 7  |
| 2. Definition of Assessment.....                                                                                                                                                                                                                                                                                                                                                              | 7  |
| 3. Purpose of Assessment.....                                                                                                                                                                                                                                                                                                                                                                 | 7  |
| 4. Principles of Assessment.....                                                                                                                                                                                                                                                                                                                                                              | 7  |
| 5. Monitoring & Collecting Evidence of Learning.....                                                                                                                                                                                                                                                                                                                                          | 8  |
| 5.1 By Programme.....                                                                                                                                                                                                                                                                                                                                                                         | 8  |
| 5.2 Responsible Parties.....                                                                                                                                                                                                                                                                                                                                                                  | 8  |
| 6. Frequency and Administration of Assessments.....                                                                                                                                                                                                                                                                                                                                           | 9  |
| 6.1 Pre-Assessment.....                                                                                                                                                                                                                                                                                                                                                                       | 9  |
| Pre-assessment is an integral component of teaching, learning, and personalised instruction at ARIS. Conducted before the start of each unit to identify prior knowledge, skills, and learning needs. Pre-assessment data directs personalised learning, informs instructional planning, and supports differentiation.....                                                                    | 9  |
| 6.2) Formative & Common Assessments.....                                                                                                                                                                                                                                                                                                                                                      | 9  |
| 6.3) Summative Assessments (Minimum Expectations).....                                                                                                                                                                                                                                                                                                                                        | 9  |
| 6.4) External Assessments (Policy-Level).....                                                                                                                                                                                                                                                                                                                                                 | 9  |
| 7. Assessment Protocols.....                                                                                                                                                                                                                                                                                                                                                                  | 10 |
| 7.1) Standardisation of Assessments.....                                                                                                                                                                                                                                                                                                                                                      | 10 |
| 7.2) Late Submission of Assessments.....                                                                                                                                                                                                                                                                                                                                                      | 10 |
| 7.3) Invigilation Protocols.....                                                                                                                                                                                                                                                                                                                                                              | 10 |
| 7.3.1: Use of AI During Invigilated Assessments.....                                                                                                                                                                                                                                                                                                                                          | 10 |
| During any invigilated assessment (internal or external), the use of AI tools (generative text, image, code, translation, grammar or summarisation tools) is strictly prohibited unless explicitly authorised as an access arrangement in line with IB regulations and ARIS Inclusion Policy. Any breach will be treated as academic misconduct under the ARIS Academic Integrity Policy..... | 10 |
| 7.4) Storage and Security of Assessment Materials.....                                                                                                                                                                                                                                                                                                                                        | 11 |
| 7.5) Assessment & Academic Honesty.....                                                                                                                                                                                                                                                                                                                                                       | 11 |
| 7.6) Sanctions.....                                                                                                                                                                                                                                                                                                                                                                           | 11 |
| 8. Feedback, Measuring and Recording Learning.....                                                                                                                                                                                                                                                                                                                                            | 12 |
| 8.1) Feedback on Learning.....                                                                                                                                                                                                                                                                                                                                                                | 12 |
| 8.2) Measuring Learning (Programme Descriptors).....                                                                                                                                                                                                                                                                                                                                          | 12 |
| 8.3) Recording Learning (Unified Platform).....                                                                                                                                                                                                                                                                                                                                               | 12 |

|                                                                                            |    |
|--------------------------------------------------------------------------------------------|----|
| Roles:.....                                                                                | 13 |
| 9. Moderation and Data Analysis.....                                                       | 13 |
| 9.1) Internal Moderation.....                                                              | 13 |
| 9.2) External Moderation.....                                                              | 13 |
| 9.3) Data Analysis.....                                                                    | 13 |
| 10. Reassessment, Retake, and Resubmission.....                                            | 14 |
| 10.1) IB External Assessments.....                                                         | 14 |
| 10.2) Retake of Summative Assessments : .....                                              | 14 |
| 10.3) Resubmission of Formative and Portfolio Tasks.....                                   | 14 |
| 10.4) Pearson BTEC – Resubmission of Evidence.....                                         | 14 |
| 11. Reporting on Learning.....                                                             | 15 |
| 11.1 Purpose.....                                                                          | 15 |
| 11.2) Reporting Platforms (for Reporting & Recording).....                                 | 15 |
| 11.3) Teacher Expectations.....                                                            | 15 |
| 11.4) Key Reporting Components.....                                                        | 15 |
| 12) Inclusive Assessment Arrangements.....                                                 | 16 |
| 13) Language Learner Assessment & Placement.....                                           | 16 |
| 14) Training of Teachers in Assessment Practices.....                                      | 16 |
| 15) Integration of Artificial Intelligence (AI) in Learning, Teaching, and Assessment..... | 16 |
| 16) Policy Communication & Accessibility.....                                              | 18 |
| 17) Monitoring & Review.....                                                               | 18 |
| References.....                                                                            | 19 |

## 1. Introduction

At ARIS, assessment is a continuous, systematic process that supports personalised learning, tracks performance, and improves outcomes. Assessments are student-centred, inclusive, and aligned with curricular goals, providing constructive feedback and meaningful opportunities to apply knowledge beyond the classroom.

## 2. Definition of Assessment

Assessment is the process of gathering, interpreting, evaluating, and recording evidence of student learning, including:

- Assessment of Learning (AoL): Measures achievement at specific points.
- Assessment for Learning (AfL): Informs instruction and next steps.
- Assessment as Learning (AaL): Builds student reflection and self-regulation.

## 3. Purpose of Assessment

Assessment at ARIS serves multiple stakeholders across all IB programmes:

- Students: Promote self-reflection, ownership, and goal-setting.
- Teachers (Facilitators): Inform instruction, differentiation, and alignment to IB standards.
- Parents: Strengthen partnership through timely, clear progress information.
- Universities/Institutions: Provide credible evidence of readiness and achievement.

## 4. Principles of Assessment

- Assessment of, for, and as Learning: Integrates AoL, AfL, AaL; encourages reflection using clear success criteria.
- Improves Student Learning: Aligns with programme goals; measures intended outcomes.
- Recognises Learning Differences: Inclusive design; varied formats for diverse learners.
- Valid, Reliable, Consistent: Standardisation and moderation ensure fairness.
- Fair & Ethical: Equitable opportunities; sensitivity to context.
- Authentic & Contextual: Real-world application (e.g., ARIS DUCKS framework, as applicable).
- Standardised Across Levels: Coherence across departments and year levels.
- Collaborative: Shared practice and common expectations.
- Feedback & Reflection: Timely, descriptive feedback that guides improvement.
- Ongoing Records: Accurate, transparent tracking of progress over time.

## 5. Monitoring & Collecting Evidence of Learning

Assessment evidence is collected systematically to monitor progress, inform teaching, and communicate with stakeholders, and is recorded via designated platforms.

### 5.1 By Programme

- **EYP:** Observation-based formative/summative cycles with anecdotal records of developmental milestones.
- **PYP:** Formative and summative assessment in Units of Inquiry, Mathematics, Literacy, Languages; emphasis on concepts, skills, and authentic application.
- **MYP:** Criterion-related assessment (Criteria A–D); formative tasks, summative unit assessments, interdisciplinary projects, and end-of-year exams; best-fit judgments.
- **DP:** Internal Assessments (IAs), TOK exhibition/essay, Extended Essay; external exams and coursework marked by IB examiners.
- **CP:** Combination of DP subjects, CP Core (Reflective Project, PPS, Service Learning, Language Development), and Career-related Studies (e.g., BTEC/partner assessments).

### 5.2 Responsible Parties

- Teachers: Design/administer assessments.
- Heads of Department (HODs): Lead standardisation and moderation.
- Programme Coordinators: Ensure IB alignment.
- IT Department: Support digital platforms.
- Principal: Ensure compliance and accountability.
- Personalised Learning Department (PLD): Coordinate access arrangements and support for diverse needs.



## 6. Frequency and Administration of Assessments

### 6.1 Pre-Assessment

Pre-assessment is an integral component of teaching, learning, and personalised instruction at ARIS. Conducted before the start of each unit to identify prior knowledge, skills, and learning needs. Pre-assessment data directs personalised learning, informs instructional planning, and supports differentiation.

### 6.2) Formative & Common Assessments

Embedded continuously to gauge understanding, promote reflection, align expectations across classes, and adjust instruction to learner needs.

### 6.3) Summative Assessments (Minimum Expectations)

**PYP:** End-of-unit summatives per subject; PYP Exhibition (capstone) in final year.

**MYP:** Minimum 4 summatives per subject per year; each criterion strand assessed at least twice annually; End-of-Year Exam (May); Personal Project in Year 5.

#### **DP:**

DP1: ≥4 summatives/year; End-of-Year Exam (May).

DP2: ≥4 summatives/year; Pre-Mock (Nov) & Mock (Feb); Core capstones (EE, TOK Exhibition & Essay, Group 4 Project).

#### **CP:**

CP1: ≥4 summatives/year; End-of-Year Exam (May); partner tasks/performances (e.g., BTEC/SCAD).

CP2: ≥4 summatives/year; Pre-Mock (Nov) & Mock (Feb); CP Core capstones; externally set CRS tasks.

### 6.4) External Assessments (Policy-Level)

ARIS administers standardised external assessments for benchmarking and instructional improvement (e.g., cognitive screening, progress monitoring, programme-end examinations). External assessments at ARIS include:

- **GL CAT4 Test** – administered during admissions to evaluate cognitive abilities.
- **MYP eAssessment, IBDP, and IBCP Final Examinations** – conducted at the conclusion of each programme to assess mastery of subject-specific and

interdisciplinary concepts.

- **GL Lucid Recall Tests** – used as a diagnostic tool to identify potential learning difficulties.
- **MAP Growth Tests** – conducted twice annually in Mathematics, Reading, and English Language Usage to measure progress, set growth targets, and inform differentiated instruction.

These assessments complement internal assessments by providing reliable, comparative data that informs teaching practices, guides student support, and ensures accountability to international standards.

## 7. Assessment Protocols

### 7.1) Standardisation of Assessments

All summative tasks are reviewed within departments and approved by the HOD and Programme Coordinator to ensure validity, reliability, and alignment.

### 7.2) Late Submission of Assessments

**Formative:** Late submissions may still receive feedback; however, delayed timing may reduce the impact.

**Summative (internal essays, portfolios, IAs, etc.):** Recorded; students may be required to complete corrective actions. Persistent non-submission may be recorded as Insufficient Evidence.

**Special Circumstances:** Alternative deadlines may be granted in accordance with the Inclusion Policy and with the Coordinator's approval.

The protocol of the late submission is [HERE](#)

### 7.3) Invigilation Protocols

Internal and external assessments are supervised per IB regulations and ARIS protocols to ensure fairness, security, and appropriate support for approved access arrangements. The protocol of Invigilation is attached [HERE](#).

#### 7.3.1: Use of AI During Invigilated Assessments

During any invigilated assessment (internal or external), the use of AI tools (generative text, image, code, translation, grammar or summarisation tools) is strictly prohibited

unless explicitly authorised as an access arrangement in line with IB regulations and ARIS Inclusion Policy. Any breach will be treated as academic misconduct under the ARIS Academic Integrity Policy.

#### 7.4) Storage and Security of Assessment Materials

Assessment materials are stored securely with access restricted to authorised staff, in compliance with IB and partner requirements (digital and paper-based).

- **Online Assessments:** MAP Growth tests, internal summatives, and IB eAssessments are stored and administered through secure digital platforms. Access is managed by the IT Department, Programme Coordinators, and Heads of Department. Invigilators receive access to exam papers only immediately before administration.
- **MYP eAssessments:** Stored securely by the MYP Coordinator and released to the examination officer shortly before the exam, with access codes provided one hour before commencement.
- **IBDP Examinations:** Paper-based materials are stored in a designated strong room accessible only to the Programme Coordinator and the Principal, in compliance with IB security regulations.

These measures safeguard the integrity of assessments, ensuring that no student gains an unfair advantage and that ARIS remains compliant with IB and external partner requirements.

#### 7.5) Assessment & Academic Honesty

Academic honesty is foundational. All research-based submissions undergo originality and authenticity checks using Turnitin (or an equivalent tool); supervisors verify authentic student work. Suspected misconduct is addressed per the ARIS [Academic Integrity Policy](#) and IB regulations.

#### 7.6) Sanctions

Breaches of academic honesty are addressed according to the ARIS Academic Honesty Policy and IB regulations. Consequences may include loss of credit for tasks, disciplinary measures, or impact on official IB results, depending on the severity of the violation.

Refer to the [Academic Integrity Policy](#) for further details, including sanctions for academic dishonesty

## 8. Feedback, Measuring and Recording Learning.

### 8.1) Feedback on Learning

Feedback is central to assessment at ARIS. It provides students with timely, descriptive, and actionable insights that enable reflection, growth, and ownership of learning.

Principles: Descriptive, actionable, timely, student-friendly, reflective, and growth-oriented.

Types: Formative, summative (rubric-linked), peer/self, and teacher feedback.

Teacher Expectations: Align feedback with outcomes and criteria; guide goal-setting; record feedback in the LMS for transparency.

Programme-specific feedback protocols (e.g., PYP VCOP, MYP chunked feedback, DP EE Café, CP Reflective Project stages, BTEC guidance) are detailed in the Programme Handbooks and the [ARIS Feedback & Assessment Practices Guide](#).

### 8.2) Measuring Learning (Programme Descriptors)

- **PYP:** Highly Competent (HC) / Competent (C) / Developing Competency (DC) / Working Towards Developing Competency (WTDC).
- **MYP:** Criterion-related; each criterion scored 1–8; each strand assessed at least twice annually; overall level (max 32) converted to IB 1–7 using best-fit based on consistent/recent evidence.
- **DP:** Subjects graded 1–7 via IAs and external exams. TOK and EE are graded A–E. The TOK / EE matrix is attached [HERE](#). CAS required (not graded). [Diploma award conditions](#) follow current IB regulations (see [ARIS DP Handbook](#)).
- **CP / CRS (e.g., BTEC/SCAD):** DP subjects graded 1–7.
  - CP Core includes Reflective Project (A–E) and completion-based components (PPS, Service Learning, Language Development).
  - CRS units are graded Pass/Merit/Distinction against stated outcomes. For details, refer to the [IBCP Handbook](#).

### 8.3) Recording Learning (Unified Platform)

PYP (Playgroup–Year 6): Toddle

MYP 1–4 (Years 7–10), DP1 & CP1 (Year 12): Toddle

MYP 5 (Year 11) & DP2 (Year 13): ManageBac

CP/ CRS (BTEC): Pearson Progress

CP/ CRS (SCAD): Blackboard

## **Roles:**

**Teachers:** Accurate, timely records; constructive feedback.

**Students:** Review records, reflect, set goals.

**Parents:** Monitor progress and support goals.

**Administration:** Ensure compliance, training, and audits.

## **9. Moderation and Data Analysis**

### **9.1) Internal Moderation**

Representative samples (high/mid/low) reviewed; cross-marking at department level; HOD-led moderation meetings; Coordinators oversee programme-wide consistency.

### **9.2) External Moderation**

IB moderation (e.g., MYP Personal Project, DP/CP IAs/Core) and examiner feedback inform practice.

CRS (e.g., BTEC): internal verification after grading; Pearson Standards Verifier reviews; final moderation/accreditation confirms certification (see [ARIS BTEC Centre Handbook](#)).

### **9.3) Data Analysis**

Programme teams and leadership analyse assessment data (school-wide and subject-level) to monitor progress, identify gaps, and inform interventions and curriculum planning. The Student Performance Review protocol is attached [HERE](#).

## 10. Reassessment, Retake, and Resubmission

### 10.1) IB External Assessments

Parents may request a remark/review where permitted; fees apply and are refunded if the grade increases.

Teachers may revisit internal assessments at their discretion, in consultation with the Programme Coordinator and within IB rules.

### 10.2) Retake of Summative Assessments :

**External Retakes** (MYP & DP/CP): Retakes are permitted per IB regulations. Parents submit a formal request; the Programme Coordinator manages registration (fees apply).

**Internal Retakes** (MYP1–DP2): Students who achieve below a grade 4 will be advised by the school to undertake a retake. Retakes are also available to students who wish to improve their grades; however, such requests must be accompanied by a clear justification and valid reason, and require approval from both the Head of Secondary and the Programme Coordinator. The Policy and Protocol of Retake is attached [HERE](#).

#### Time for Resit

January: for Semester 1 underperformance.

August (following academic year): for Semester exam underperformance.

**Grading of Retakes:** Unless specified otherwise in subject guidance, the most recent result replaces the prior result. All retakes are documented in the LMS with links to feedback and intervention provided. Students are normally allowed one retake per summative unless exceptional circumstances are approved by the Programme Coordinator and Head of Secondary.

### 10.3) Resubmission of Formative and Portfolio Tasks

Purpose: Use feedback to improve their work.

- Before the deadline, teachers may reassess and adjust grades.
- After the deadline: only feedback will be provided; grades remain unchanged.

### 10.4) Pearson BTEC – Resubmission of Evidence

One resubmission per assignment may be authorised by the Lead Internal Verifier if conditions are met (deadline met/extended; improvement possible without further guidance; authenticated evidence).

Must be recorded; deadline within 15 working days (term time); completed independently.

Standards Verifiers require full documentation of resubmissions and decisions.

## 11. Reporting on Learning

### 11.1 Purpose

Reporting ensures transparent communication of student progress, strengths, and areas for improvement to students, parents, and educators. Reporting:

- Provides real-time access via LMS.
- Engages parents as active partners.
- Promotes student accountability and goal-setting.
- Equips educators with data to guide teaching.
- Aligns with IB and ARIS standards.

### 11.2) Reporting Platforms (for Reporting & Recording)

- PYP: Toddle
- MYP 1–4, DP1 & CP1: Toddle
- MYP 5 & DP2: ManageBac
- BTEC/CRS: Pearson Progress

### 11.3) Teacher Expectations

- Enter assessment data promptly and accurately.
- Summative assessments count toward semester grades; formative assessments inform learning and feedback.
- Provide clear, constructive comments on reports.
- Ensure compliance with IB/ARIS policies.

### 11.4) Key Reporting Components

#### a) Three-Way Conferences (Oct/Nov & March/Apr)

Student-led with teacher facilitation and parent participation; focus on progress, challenges, and goals. Parents may request follow-ups with subject teachers.

#### b) Semester Report Cards (Dec & Jun)

Summarise overall achievement levels and teacher comments. Coordinators review; Principal approves before release.

### **c) Parent Meetings for Learning Support, Enhancement & Enrichment (Ongoing)**

Convene when a student requires additional support (Enhancement) or greater challenge (Enrichment). Participants include the subject teacher, Programme Coordinator, and, where necessary, the Principal. Outcomes include targeted interventions, access arrangements, advanced opportunities, extended projects, or differentiated pathways.

### **d) Mock Examination Conferences (MYP5, CP2, DP2)**

Held after mocks (Feb/Mar) to analyse results, identify gaps, plan revision, and ensure exam readiness.

## **12) Inclusive Assessment Arrangements**

Students with diagnosed learning differences may receive accommodations (e.g., extra time, reader/scribe, assistive technology) in alignment with the IB Inclusion Policy. The PLD coordinates evidence and approvals; Programme Coordinators submit documentation to IB to secure official access arrangements.

## **13) Language Learner Assessment & Placement**

**Initial:** Newly admitted students complete diagnostic assessments to determine proficiency and placement (Language Acquisition phase or Language & Literature).

**Ongoing:** Progress is monitored, and placement is adjusted as needed.

Refer to the [ARIS Language Policy](#) for further details.

## **14) Training of Teachers in Assessment Practices**

ARIS provides ongoing professional development in IB assessment, including IB workshops, instructional coaching, collaborative planning, and structured induction for new teachers. Ensure continuous and ongoing training during collaborative sessions, and the learning leadership team focuses on the implementation of DUKS in assessment practices to promote a holistic approach. Training is overseen by the Principal, HR, and Programme Coordinators to ensure alignment with IB standards and ARIS policies.

## **15) Integration of Artificial Intelligence (AI) in Learning, Teaching, and Assessment**

### **Philosophical Alignment with the IB Mission**

At the heart of the IB philosophy is the belief that students should be active participants in their own learning. Each of the four IB programmes at ARIS PYP, MYP,



DP, and CP empowers students to take ownership of their education and equips them with the skills to thrive in an ever-changing, technology-driven world.

ARIS embraces the ethical and purposeful use of AI in alignment with the IB's mission to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world.

### **15.1 AI in Learning and Teaching**

AI tools can be used by facilitators and students to deepen inquiry, personalise learning pathways, and encourage reflective thinking. Within ARIS classrooms, AI may be used to:

- Support student inquiry and research through AI-assisted analysis, simulations, and content generation.
- Encourage students to think critically by identifying patterns, evaluating AI-generated bias, and validating sources.
- Stimulate creativity through design thinking, model testing, or project-based learning using AI-enabled platforms.
- Assist teachers in providing differentiated feedback and generating instructional resources to enhance learning.

Students are expected to engage with AI critically and ethically. Facilitators will guide students to:

- Understand the bias inherent in AI-generated outputs and evaluate their reliability.
- Recognise AI as a supporting tool, not a substitute for original thought or creativity.
- Appropriately credit and reference AI-generated content, including text, data, or images, used in their work.

### **15.2 AI for Educators**

ARIS recognises AI as a tool that can support educators by:

- Reducing administrative workload (e.g., generating rubrics, drafting feedback templates).
- Supporting differentiated instruction through AI-assisted planning and formative assessment tools.
- Enhancing reflective practice by analysing trends in student progress and performance data.

However, human judgment remains central. Teachers must ensure that AI-enhanced materials meet IB quality expectations and reflect professional discretion.

### 15.3 IB and ARIS Assessment and Feedback

The International Baccalaureate continues to rely on human examiners to mark assessments. However, AI is being explored by the IB as a quality control tool to detect potential inaccuracies in examiner marking. If AI flags an inconsistency, a secondary human review is conducted to ensure fairness and accuracy.

At ARIS, this philosophy aligns with our own commitment to maintaining high assessment standards through data-informed decision-making. ARIS uses digital analytics tools such as **MAP Growth, CAT4, Lucid Recall, and Toddle dashboards** to identify trends and ensure reliability in teacher marking and student performance analysis.

While human professional judgment remains central, ARIS recognises the role of AI-based analytics in:

- Monitoring consistency across departments and year levels.
- Supporting moderation and identifying patterns of under- or over-marking.
- Enhancing the accuracy of **internal performance reviews and student growth tracking** through predictive insights.
- Promoting reflective conversations among teachers based on objective data.

This balanced **human–AI approach** supports the integrity, transparency, and continuous improvement of assessment practices at ARIS, mirroring IB's global direction toward responsible integration of emerging technologies.

## 16) Policy Communication & Accessibility

The Assessment Policy is accessible on the ARIS website, relevant LMS platforms (Toddle/ManageBac), and in programme handbooks for teachers, students, and parents.

## 17) Monitoring & Review

Implementation: Programme Coordinators (MYP, DP, CP), the Instructional Coach, and Heads of Department monitor assessment through observations, task audits, moderation, and LMS data review.

Review: The policy is reviewed annually for effectiveness; major revisions occur every three years or following IB updates.

## References

1. "Archive | Middle Years Programme (MYP)." News from around the IB Community, [blogs.ibo.org/blog/category/middle-years-programme/](https://blogs.ibo.org/blog/category/middle-years-programme/).
2. Ermitage International School.
3. International Baccalaureate Organisation, *Making the PYP Happen*. Cardiff, Wales, United Kingdom 2009
4. International Baccalaureate Organisation, *Coordinator Support Material*, Cardiff, Wales, United Kingdom 2020
5. St. Peter's Woodlands Policies & Procedures: PYP Assessment Procedures, <http://spw.sa.edu.au/wp-content/uploads/2014/01/POLICY-PROCEDURES-PYP-Assessment.pdf>
6. Turner Fenton S.S. - MYP Assessment Policy, <http://schools.peelschools.org/sec/turnerfenton/ib/policies/Documents/MYP%20Assessment%20Policy.pdf>
7. Wildwood World Magnet School PYP Assessment Policy Manual Revised Spring 2011
8. *Assessment for, as, of learning*. (n.d.). NSW Education Standards Authority. <https://syllabus.nesa.nsw.edu.au/support-materials/assessment-for-as-and-of-learning/>