



PRIMARY STUDENT ASSESSMENT, EVALUATION, AND REPORTING POLICY

TABLE OF CONTENTS

1. Purpose and Philosophy	2
1.1 Academic Achievement and Assessment Principles.....	3
2. Principles of Good Assessment Practice	4
3. Types of Assessment	4
3.1 Assessment Framework.....	4
3.2 Formative Assessment (Assessment for Learning).....	4
3.3 Summative Assessment (Assessment of Learning).....	4
3.4 Assessment as Learning.....	5
3.5 Validity and Reliability of Assessment.....	5
3.6 Baseline and Diagnostic Assessment.....	6
4. Alberta Education Assessment	6
4.1 Kindergarten (PK-SK).....	6
4.2 Elementary (Grades 1-6).....	7
4.2.1 Provincial Achievement Tests (PATs).....	7
5. TIS Grading Model	8
5.1 Outcomes-Based Indicators.....	8
5.2 PYP Assessment Guidelines.....	9
5.3 IB Learner Profile and Action.....	9
5.4 PYP Exhibition Context.....	10
5.5 PYP Exhibition Assessment Guidelines.....	11
6. Approaches to Learning (ATL) Reporting	11
7. Inclusion and Access Arrangements	12
8. Academic Integrity	12
9. Reporting	12
10. Homework and Independent Learning	13
10.1 Purpose of Homework.....	13
10.2 Quantity and Quality	13
10.3 Homework Guidelines for Families	13
10.4 Deadlines and Late Work.....	13
10.5 Academic Integrity and Authentic Work.....	15
10.6 Student Well-Being and Balance.....	15
11. Rights and Responsibilities of Stakeholders	15
11.1 The Board of Directors	15
Rights.....	15
Responsibilities.....	16
11.2 School Administration (Head of School, Principals, IB Coordinators)	16



Rights.....	16
Responsibilities.....	16
11.3 Teachers	16
Rights.....	16
Responsibilities.....	16
11.4 Students.....	17
Rights.....	17
Responsibilities.....	17
11.5 Parents and Guardians.....	17
Rights.....	17
Responsibilities.....	17
12. Reference to Official IB Documentation.....	18
13. Policy Review.....	18
Works Cited.....	19

1. PURPOSE AND PHILOSOPHY

This policy applies to the Primary School (Grades PK–6) at The International School of Macao (TIS). Assessment reflects the philosophy of the International Baccalaureate (IB) and the requirements of Alberta Education.

Assessment is central to teaching and learning and is designed to improve student achievement, promote reflection and agency, develop the attributes of the IB Learner Profile, ensure equity and inclusion, and meet all IB Primary Years Programme (PYP) and Alberta Education requirements.

In alignment with the IB PYP: From Principles into Practice (2018), assessment in the Primary Years Programme is integral to teaching and learning. It is authentic, ongoing, and designed to support conceptual understanding, student agency, and action. Assessment practices reflect the transdisciplinary nature of the PYP and support the development of the IB Learner Profile. Similarly, in the IB Diploma Programme (IBDP) and the IB Career-related Programme (IBCP), assessment is ongoing and supports the development of the IB Learner Profile, ensuring students are reflective, principled, and knowledgeable in their chosen pathways.

Assessment at TIS is continuous, standards-based, and criterion-referenced. It aligns with published IB guides and Alberta Programs of Study. This policy is reviewed every year to ensure continued compliance with IB Programme Standards and Practices and Alberta Education regulations.



1.1 Academic Achievement and Assessment Principles

TIS defines academic achievement as the demonstrated mastery of subject-specific content, the application of thinking and reasoning skills, and the ability to communicate learning effectively. Consistent with research-based assessment principles (Marzano, 2000), achievement reflects what students know, understand, and are able to do in relation to established standards.

The school's academic standards, including Alberta Programs of Study and, where applicable, International Baccalaureate (IB) criteria, establish the goals for student learning. Benchmarks and performance descriptors provide measurable indicators against which student achievement is assessed and reported. Student achievement, therefore, is determined by the extent to which students:

- Demonstrate mastery of subject-specific content outcomes;
- Apply thinking and reasoning skills appropriate to grade level expectations;
- Communicate their understanding clearly and effectively.

Assessment and reporting at TIS focus primarily on **achievement variables**. Achievement variables include mastery of content, higher-order thinking, reasoning processes, and communication skills as defined by Alberta curricular outcomes and IB assessment criteria. Assessment practices must control for these variables and isolate them, where possible, from non-achievement factors.

Non-achievement variables include effort, behavior, attendance, punctuality, and other learner habits. While these factors contribute to overall student success, they are not direct measures of mastery of curricular outcomes. TIS affirms that feedback regarding non-achievement variables is essential to student growth. Therefore, non-achievement variables will be reported separately and clearly in conjunction with academic achievement to ensure transparency, fairness, and alignment with both Alberta Education and IB assessment philosophy.

TIS recognizes ongoing educational debate regarding the validity of penalties for late work in measuring academic achievement. While punctuality itself is not a direct indicator of content mastery, timely submission is an important component of effective communication and responsible academic practice. Alberta Education requires adherence to course requirements and deadlines, and the International Baccalaureate mandates compliance with both internal school deadlines and official IB submission timelines. Consistent with IB policy and Alberta reporting expectations, failure to meet established deadlines may impact achievement results when submission timing compromises the demonstration of learning, completion of required components, or adherence to program regulations.



2. PRINCIPLES OF GOOD PRACTICE

Assessment practices at TIS align with IB objectives and Alberta curricular outcomes. Teachers use clear and published criteria and markbands to evaluate student work. Assessment is criterion-referenced and does not employ norm-referenced grading or grade curving. Academic achievement is reported separately from behavior and work habits.

Teachers provide timely and descriptive feedback that supports growth and reflection. Assessment practices incorporate internal standardization and moderation to ensure fairness and reliability. All assessments are conducted in a manner that upholds academic integrity and supports student well-being through balanced workload planning.

Assessment contributes to the development of IB Learner Profile attributes, particularly as students demonstrate reflection, principled action, critical thinking, communication, and balance in their learning.

3. TYPES OF ASSESSMENT

3.1 Assessment Framework

TIS shall implement a balanced and coherent assessment framework that reflects Alberta Education requirements and, where applicable, IB philosophy. All assessment practices must be purposeful, transparent, criterion-referenced, and aligned with clearly defined learning outcomes. Teachers are required to plan for and document the use of formative assessment, summative assessment, and assessment as learning within their instructional programs.

3.2 Formative Assessment (Assessment for Learning)

TIS requires that formative assessment occur consistently throughout the learning process in all subject areas. Formative assessment shall be intentionally planned and embedded within daily instruction.

Formative assessment provides students with timely, specific feedback that informs next steps in learning and guides instructional decisions. Teachers must use formative evidence to adjust teaching strategies, provide targeted support, and differentiate instruction as needed.

Formative assessment does not contribute to final grades, as its primary purpose is to promote growth, reflection, and continuous improvement rather than formal evaluation. However, the school administration reserves the right to use formative assessment data in place of summative assessment in extenuating circumstances.

3.3 Summative Assessment (Assessment of Learning)

TIS requires that all summative assessments be clearly aligned with stated learning outcomes, Alberta Programs of Study, and, where applicable, IB subject criteria and published success descriptors. Summative assessment evaluates student achievement at defined points in time and measures performance against established standards. These assessments contribute to report card grades.



The school administration will set the minimum expectations for summative assessments for reporting periods.

All summative tasks must be determined collaboratively by grades to ensure a balanced representation of knowledge, skills, conceptual understanding, reasoning, communication, and application. To support student well-being and maintain balanced workload expectations, students shall not be scheduled for more than **two summative assessments in one school day**.

In Elementary, summative assessments will be conducted for all subject areas for reporting purposes.

3.4 Assessment as Learning

TIS is committed to developing student metacognition, independence, and agency through assessment as learning practices.

Students must be explicitly taught how to engage in structured self-assessment and peer-assessment processes. (e.g approaches to learning, feedback on internal assessments, etc). These practices shall be embedded across subject areas and supported through clear criteria, exemplars, and guided reflection.

Assessment as learning strengthens students' ability to reflect on their progress, set goals, monitor growth, and take ownership of their learning journey. While it may inform overall teacher judgment, assessment as learning does not replace summative evaluation of achievement.

3.5 Validity and Reliability of Assessment

TIS is committed to ensuring the validity and reliability of all assessment instruments, tasks, and evaluation practices. Assessment at TIS must accurately measure the intended learning outcomes and produce consistent, fair, and dependable results across classes and teachers.

Teachers are required to design assessments that are clearly aligned with Alberta Programs of Study and, where applicable, IB subject criteria and performance descriptors. Assessment tasks must measure stated learning outcomes and reflect appropriate levels of cognitive demand.

To ensure inter-rater reliability, grades are responsible for developing and implementing common assessments where appropriate. Teachers must participate in collaborative planning, calibration, and moderation processes to compare student work samples and align grading judgments. Grade Team Leaders oversee these processes to ensure consistency in the application of criteria and grade descriptors.

TIS affirms that the quantity of work assigned to students does not, in itself, determine the quality of learning. Therefore, teachers and administrators must collaboratively monitor and evaluate both the quantity and quality of assigned work. Assessment design should prioritize purposeful, standards-aligned tasks that provide meaningful evidence of learning rather than



excessive workload. Both formative and summative assessments must be balanced, intentional, and supportive of student mastery and well-being.

Through these practices, TIS ensures that assessment remains fair, transparent, rigorous, and aligned with Alberta Education and IB standards.

3.6 Baseline and Diagnostic Assessment

TIS requires that all students participate in baseline and diagnostic assessments to establish prior knowledge, skills, and readiness levels in order to inform instruction, and measure academic growth over time. Baseline may include standardized tools, subject-specific diagnostics, writing samples, language proficiency measures, and other approved instruments aligned with Alberta Programs of Study and, where applicable, IB standards. Baseline data supports differentiation, intervention, and enrichment.

Baseline data is not used for grading. The School Administration is responsible for selecting, approving, implementing, and periodically reviewing the assessment systems used for baselining to ensure validity, reliability, data security, and alignment with regulatory requirements. Administration shall also ensure that staff receive appropriate professional development to support accurate administration, analysis, and responsible use of assessment data.

4. ALBERTA EDUCATION ASSESSMENT

TIS delivers Alberta Education programming in full compliance with provincial legislation, Alberta Programs of Study, and reporting requirements for Grades SK-6. All assessment practices must align with provincial standards and ensure accuracy, fairness, and transparency to students and families.

4.1 Kindergarten (PK-SK)

TIS Kindergarten is a holistic Reggio Emilia inspired program that follows the Flight: Alberta's Early Learning and Care Framework in Pre-Kindergarten and Junior Kindergarten. The Senior Kindergarten Program is a holistic Reggio Emilia inspired approach that follows the Alberta Kindergarten Program of Study. Both programs infuse learning goals throughout the PYP Units of Inquiry through a concept based approach that fosters curiosity, purposeful play and hands-on learning. In addition, the IB Learner Profile and Approaches to Learning provide a path for deep learning and learning how to learn.

All levels of Kindergarten have Mathematics assessments with a minimum of twice a year to check student progress and provide data to inform teaching and learning.

Phonics and language data is derived from Acadience and UFLI testing in Senior Kindergarten. Progress is monitored regularly and communicated with stakeholders weekly. Phonics support is provided in small groups 2-3 times per week and ASET is an additional program to support new English language and Phonics learners in Senior Kindergarten.



In Junior Kindergarten Phonics, regular progress monitoring of letter sound knowledge is monitored along with twice yearly letter-sound assessments using a modified LeNS test, which includes all the alphabet letters. In Pre-Kindergarten, language development and functional language is tracked regularly with a PK shared assessment, 3 times yearly.

Report Cards are shared three times a year and where progress in Mathematics, ELAL, Arts, PE, Chinese Studies, and ATL's are evaluated.

4.2 Elementary (Grades 1-6)

The Alberta curriculum for Grades 1–6 spans seven core subject areas that build a comprehensive educational foundation. In English Language Arts, students develop communication, storytelling, and literacy skills through listening, speaking, reading, writing, viewing, and representing. Mathematics emphasizes numeracy as a foundation for real-life problem-solving, spatial reasoning and fractions, and a progression through numbers and operations, measurement, geometry, algebra, and statistics. Science is organized around six major organizing ideas — Matter and Energy, Earth Systems, Living Systems, Space, Computer Science, and Scientific Methods — deepening students' understanding through evidence-based inquiry and ethical investigation. Students also engage in Fine Arts, Music, Physical Education and Wellness (healthy habits, teamwork, and life skills), and Social Studies (local communities and diverse cultures), ensuring both foundational skills and conceptual understanding are developed across all disciplines.

The Alberta curriculum integrates seamlessly with the IB Primary Years Programme's inquiry-based framework. PYP Units of Inquiry shift from traditional topic-based learning to learner-centered investigation, organized around six transdisciplinary themes — Who We Are, Where We Are in Place and Time, How We Express Ourselves, How the World Works, How We Organise Ourselves, and Sharing the Planet — with Lines of Inquiry exploring form, function, and causation. Rather than replacing core academic skills, the PYP integrates mathematics, literacy, science, and the arts into authentic, real-world inquiry contexts. The IB Learner Profile's ten attributes — Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective — represent the intellectual, personal, emotional, and social dispositions cultivated across all learning. These attributes are actively developed through the five Approaches to Learning (ATL) skill categories — thinking, research, communication, social, and self-management — which are embedded within Units of Inquiry and support students in becoming self-regulated, lifelong learners. Together, the Alberta curriculum content, PYP Units of Inquiry, ATLs, and Learner Profile attributes create a cohesive framework that empowers students to connect knowledge to meaningful, globally relevant purposes.

4.2.1 Provincial Achievement Tests (PATs)

In accordance with Alberta Education requirements, students in designated grade levels participate in **Provincial Achievement Tests (PATs)**. PATs are standardized provincial assessments that measure student achievement in core subject areas and evaluate the extent to which students have met the outcomes outlined in the Alberta Programs of Study.



PAT results contribute to provincial accountability and provide system-level data to support school improvement planning. At TIS, PAT results are used in conjunction with classroom-based assessments to inform instructional decisions and identify areas for growth.

Administration of PATs is conducted in accordance with Alberta Education regulations, including security procedures, approved accommodations, and reporting requirements. Students with documented learning needs receive accommodations consistent with Alberta Education's inclusive education policies.

5. TIS GRADING MODEL

TIS uses an outcomes-based grading scale.

5.1 Outcomes-Based Indicators

The curriculum aligns with Alberta Programs of Study and, where applicable, IB standards and requirements. Subjects are designed to develop advanced knowledge, critical thinking, research skills, and real-world application of learning.

Assessment measures knowledge, skills, reasoning, and application. Teachers design assessments that reflect provincial and/or IB learner outcomes and emphasize mastery over time.

Grades are awarded using a best-fit approach. Teachers evaluate student performance against published descriptors and determine the level that best represents overall achievement. Grades are not simple mathematical averages. Professional judgment is used to determine the descriptor that most accurately reflects consistent and recent performance. Academic achievement alone determines the grade awarded.

Grades reflect the most consistent and most recent evidence of achievement and are determined using professional judgment. Reporting occurs at least three times per academic year.

Students with identified needs receive accommodations or adaptations in accordance with documented learning plans, Alberta Education inclusive education policies, and IB access and inclusion guidelines where applicable.

Indicator	Description	Percentile Equivalent Where Appropriate
Excelling	The student consistently exhibits mastery through understanding and application of learning outcomes. They consistently display a high level of knowledge and skills and apply them confidently, independently, and competently. Their learning extends beyond the immediate context, showing broader connections and insights.	90-100%



Meeting	The student demonstrates understanding and application of the expected knowledge, essential skills, and concepts.	70-89%
Approaching	The student is actively working on the essential skills and is building their knowledge and understanding with structured support and guidance. Consistency and independence in this process are still developing.	51-69%
Not Yet	The student is starting to show some understanding of the learning outcomes and is beginning to demonstrate the expected essential skills. While there is emerging evidence of learning, the application of knowledge, skills, and understanding is limited, and substantial support is needed at this stage.	Less than or equal to 50%
IEP	The student is working on an Individual Education Plan.	

5.2 PYP Assessment Guidelines

Assessment practices in the Primary Years Programme:

- Are aligned with the six transdisciplinary themes.
- Emphasize conceptual understanding over rote knowledge.
- Include assessment of subject-specific skills and Approaches to Learning.
- Provide opportunities for students to demonstrate understanding in multiple modes.
- Encourage reflection and agency through student voice and choice.
- Include documentation and reflection on student-initiated action.

Teachers design assessment tasks that allow students to:

- Demonstrate conceptual understanding.
- Make transdisciplinary connections across subject areas.
- Apply learning in authentic contexts.
- Reflect on and evaluate their learning process and outcomes.

5.3 IB Learner Profile and Action

The IB Learner Profile is central to the PYP and is developed across all learning experiences. Teachers provide feedback on student growth in Learner Profile attributes through:

- Narrative comments
- Conference discussions
- Reflection documentation



Student-initiated action, whether individual or collaborative, is recognized as evidence of deeper understanding and responsible agency. Reflection on action is included in student portfolios and conferences.

5.4 PYP Exhibition Context

Student-Led Assessment: Assessment as Learning

In the Primary Years Programme, student-led assessment is integral to the Exhibition, the culminating experience of the PYP. Throughout the 8–10 week transdisciplinary inquiry, students co-construct success criteria, set personal learning goals, document their process in journals or digital portfolios, engage in structured peer feedback, and reflect regularly on their growth and next steps.

Assessment during the Exhibition emphasizes conceptual understanding, development of the IB Learner Profile, Approaches to Learning, and meaningful student-driven action. Students are expected to initiate, plan, and reflect upon action that arises authentically from their inquiry. They evaluate the impact of their action and consider how it demonstrates responsibility, agency, and deeper understanding.

This process strengthens metacognition, ownership, and agency. The Exhibition serves both formative and summative purposes, as students demonstrate their understanding, growth, and ability to apply their learning in authentic and purposeful ways. It reflects the culmination of transdisciplinary, concept-driven, and action-oriented learning developed throughout the Primary Years Programme.

Conceptual Understanding (PYP)

Assessment in the PYP includes evaluating students' understanding of key concepts (form, function, causation, change, connection, perspective, responsibility) and related concepts within units of inquiry. Students are assessed on their ability to transfer and apply conceptual understanding across contexts.

Transdisciplinary Learning (PYP)

In the PYP, learning is organized around transdisciplinary themes. Assessment reflects students' ability to synthesize knowledge, skills, and concepts across subject areas within units of inquiry

Action (PYP)

Action is a demonstration of deeper learning and responsible agency. In the PYP, students may be assessed on their ability to initiate, participate in, reflect upon, and evaluate meaningful action arising from their learning throughout the programme — not solely during the Exhibition.



5.5 PYP Exhibition Assessment Guidelines

Elementary Assessment Guidelines for the PYP Exhibition

Formative	Summative	Student-led
Formative assessment is the primary mode of assessment during the Exhibition. It includes continuous feedback from teachers, mentors, and peers, student self-assessment, and ongoing documentation of thinking, research, and action. These processes guide next steps in the inquiry and strengthen student agency, but are not used for grading.	Summative assessment for the Exhibition evaluates students' final presentations and reflections. It demonstrates growth in research, conceptual understanding, communication, and action. The Exhibition summative task is assessed using school-defined criteria aligned with PYP expectations, while maintaining student agency and diverse modes of expression.	Student-led assessment is central during the Exhibition. Students co-construct success criteria, document learning in journals or digital portfolios, engage in peer feedback, and use reflection to monitor their progress. This supports metacognition and ownership throughout the inquiry.

6. APPROACHES TO LEARNING (ATL) REPORTING

The school is required to scaffold the development of Approaches to Learning (ATL) skills. ATL expectations must be explicitly taught, intentionally planned for, and embedded across all subject areas. Teachers are responsible for integrating ATL skill development into unit planning, classroom instruction, and assessment practices.

Approaches to Learning skills are explicitly taught and reinforced across subject areas to support student independence, transferable skill development, and academic success.

ATL categories include:

- Thinking Skills
- Communication Skills
- Research Skills
- Social Skills
- Self-Management Skills

ATL development is reported separately from academic grades. Reporting includes qualitative feedback regarding consistency, independence, and application of transferable skills. ATL performance does not directly determine academic grades.



Approaches To Learning Level of Mastery	
Excelling	The student efficiently carries out all expectations of this ATL most of the time. They do not need teacher reminders since they address all expectations independently.
Meeting	The student carries out most of the expectations of this ATL. They need occasional reminders from teachers to address these expectations.
Approaching	The student carries out some of the expectations of this ATL or they are not consistent in carrying out some of these expectations. They need frequent reminders from teachers to address these expectations.
Not Yet	The student carries out very few or none of the expectations of this ATL or they are inconsistent in carrying out most of these expectations. They need constant reminders from teachers to address these expectations.

7. INCLUSION AND ACCESS ARRANGEMENTS

TIS ensures equitable access to assessment through differentiated design and documented accommodations. Alberta Education accommodations and IB inclusive access arrangements are implemented where appropriate. For detailed procedures, eligibility criteria, and documentation requirements, please refer to the school's Inclusion Policy.

8. ACADEMIC INTEGRITY

All assessments adhere to the Academic Integrity Policy. Students are required to cite sources appropriately, authenticate their work, avoid plagiarism and collusion, and follow established guidelines regarding the ethical use of artificial intelligence. Breaches are addressed in accordance with school regulations. For comprehensive expectations, investigative procedures, and consequences, please refer to the school's Academic Integrity Policy.

9. REPORTING

TIS is required to report grades for all academic classes. Students receive formal academic reports throughout the school year to communicate progress and achievement to students and families.

The school reserves the right to modify the reporting frequency and format of reports as necessary to support student learning and program requirements; however, no fewer than three graded reports per academic year will be issued to families.

In the Primary Years Programme, reporting also reflects student development of the IB Learner Profile attributes. Feedback highlights growth in areas such as being knowledgeable, caring, principled, open-minded, reflective, and risk-takers, alongside academic achievement.

Reports include outcomes and descriptive feedback outlining strengths and areas for growth.



Final grades may be appealed within 24 hours of release in accordance with the school's established academic appeal procedures.

10. HOMEWORK AND INDEPENDENT LEARNING

TIS recognizes homework as a purposeful extension of classroom learning that reinforces curriculum outcomes, develops independent learning skills, and prepares students for summative and external assessments. Homework must be meaningful, standards-aligned, and supportive of student mastery rather than excessive in quantity.

Homework practices at TIS align with Alberta Education expectations, IB philosophy, and the school's commitment to student well-being, balance, and academic integrity.

10.1 Purpose of Homework

Homework at TIS shall:

- Reinforce and consolidate subject-specific content knowledge
- Develop thinking, reasoning, and communication skills
- Prepare students for formative and summative assessments
- Support the development of Approaches to Learning (ATL) skills
- Foster responsibility, time management, and self-discipline
- Encourage reflection and independent inquiry

Homework must be intentionally designed and clearly connected to curricular learning outcomes.

10.2 Quantity and Quality

TIS affirms that the quantity of assigned work does not directly correlate with increased student learning. Therefore:

- Homework must be purposeful and aligned with clearly defined learning objectives.
- Homework quantity across subject areas must be developmentally appropriate and balance student well-being.

10.3 Homework Guidelines for Families

At The International School of Macao, homework is designed to reinforce what your child is learning in class — not to introduce new material. Below is a guide to help you support your child at home. Note that this does not include homework duration for Chinese Studies. The 3 pathways will have different expectations regarding homework assigned. PK- Grade 2 use an activities calendar to outline tasks that can be completed at home.

This table is for general reference. It does not reflect subjects taught on the day or special events that may change homework expectations.



Grade	How Long Each Night?	Examples of Homework Tasks	How Can I Help?
PK-SK	Up to 10 minutes	UFLi home practice, art activities, construction and building, reading together.	Sit with your child and read to them, ask questions, and model how we read a book. Talk about the activities to build vocabulary and speaking skills.
Grade 1	About 10–15 minutes	Reading aloud, practicing simple math facts, and learning sight words	Sit nearby, listen to them read, and offer encouragement. Focus on building a consistent routine.
Grade 2	About 15–20 minutes	Reading, basic addition & subtraction, spelling practice	Ask your child to explain what they're working on. Guide them with questions rather than giving answers.
Grade 3	About 20–30 minutes	Reading comprehension, multiplication facts, and writing sentences	Help your child use their agenda to track tasks. Encourage them to work independently first.
Grade 4	About 30–40 minutes	Written reading responses, math problem sets, short research tasks	Check that homework is complete and makes sense. If your child is consistently struggling, reach out to their teacher.
Grade 5	About 40–50 minutes	Reading logs, multi-step math, project work, vocabulary	Support your child in managing their time. Let them work independently — step in only if they're truly stuck.
Grade 6	About 50–60 minutes	Essay drafts, research, subject-specific review, and study	Help your child plan ahead for larger tasks. Encourage them to seek help from their teacher when needed.



Homework may serve formative purposes:

- **Formative homework** is primarily designed to provide practice and feedback and may carry limited or no grade weighting.

10.4 Deadlines and Late Work

Meeting deadlines is an essential component of effective communication, responsibility, and programme compliance.

- Teachers shall clearly communicate homework deadlines in advance.
- Students are responsible for managing their time effectively.
- Late submission may impact grades, where failure to meet deadlines affects the demonstration of learning.

Late work procedures must remain fair, consistent, and transparent across classes.

10.5 Academic Integrity and Authentic Work

All homework must comply with the TIS Academic Integrity Policy.

Students must:

- Submit original work
- Acknowledge all sources appropriately
- Adhere to guidelines regarding the ethical use of artificial intelligence (AI)

10.6 Student Well-Being and Balance

TIS is committed to maintaining a healthy balance between academic rigor and student wellness. Homework practices must reflect the school's philosophy of equity, access, and well-being.

11. RIGHTS AND RESPONSIBILITIES OF STAKEHOLDERS

Assessment and reporting at TIS require shared responsibility among all members of the school community. Clear delineation of rights and responsibilities ensures fairness, transparency, regulatory compliance, and the integrity of both Alberta Education and IB programmes.

11.1 The Board of Directors

Rights

- To receive accurate and timely reporting regarding school performance, student achievement trends, and regulatory compliance.
- To ensure alignment with IB standards and Alberta Education legislative requirements.
- To receive assurance that assessment practices uphold academic integrity and institutional accountability.



Responsibilities

- To approve, review, and support the implementation of this Assessment Policy.
- To ensure adequate staffing, training, and technological resources for effective assessment implementation.
- To uphold governance oversight of IB and Alberta compliance requirements.
- To support policies that promote equity, inclusion, and student well-being in assessment practices.

11.2 School Administration (Head of School, Principals, IB Coordinators)

Rights

- To establish procedures and internal deadlines that support the effective implementation of this policy.
- To expect professional adherence to established assessment standards.
- To make final determinations in matters of assessment disputes, where required.

Responsibilities

- To ensure full compliance with IB regulations and Alberta Education requirements.
- To oversee moderation, calibration, and internal standardization processes to ensure the reliability of grading.
- To ensure fair, consistent, and transparent reporting practices.
- To provide ongoing professional development in assessment literacy, academic integrity, inclusion, and differentiation.
- To publish and communicate assessment calendars, reporting timelines, and examination procedures.
- To ensure examination security and the integrity of all internal and external assessments.
- To promote equity in access to programmes and maintain student wellness within assessment practices.
- To inform staff, both new and experienced, of this policy and its implementation.

11.3 Teachers

Rights

- To exercise professional judgment in determining grades using best-fit principles and established descriptors.
- To receive training, collaboration time, and resources to implement valid and reliable assessment practices.
- To participate in collaborative planning, common assessment design, and moderation processes.

Responsibilities

- To align all assessments with Alberta curricular outcomes and/or IB subject criteria.



- To design varied, rigorous, and standards-aligned assessment tasks.
- To apply assessment criteria consistently, transparently, and fairly.
- To provide students with clear criteria, exemplars where appropriate, and timely, constructive feedback.
- To use best-fit professional judgment when determining final grades.
- To maintain accurate and up-to-date records of assessment evidence.
- To communicate student progress and concerns to families and appropriate school personnel in a timely manner.
- To uphold and actively promote the Academic Integrity Policy, including responsible use of artificial intelligence (AI).
- To plan assessment schedules responsibly to ensure students can meet internal and external deadlines.
- To support the development of the IB Learner Profile attributes and Alberta competencies through assessment practices.

11.4 Students

Rights

- To clear learning expectations, assessment criteria, and grading descriptors.
- To a fair, unbiased, and standards-based evaluation.
- To timely and meaningful feedback that supports improvement.
- To transparent communication regarding deadlines and requirements.
- To appeal final grades within the established appeal timeline and procedures.

Responsibilities

- To understand and adhere to assessment expectations and deadlines.
- To complete authentic, original work that reflects their own learning.
- To acknowledge sources appropriately in all internal and external assessments.
- To seek clarification and support when needed.
- To engage in meaningful self-assessment, peer feedback, and reflection.
- To manage time effectively and meet programme requirements, including IB internal and external deadlines.
- To uphold the Academic Integrity Policy and Student Accountability protocols.

11.5 Parents and Guardians

Rights

- To receive clear, accurate, and timely reporting of student progress and achievement.
- To be informed about assessment expectations, grading practices, and programme requirements.
- To request clarification regarding assessment decisions and procedures.
- To participate in scheduled Parent-Teacher-Student Conferences.

Responsibilities



- To support student organization, time management, and adherence to deadlines.
- To encourage honesty, responsibility, and academic integrity.
- To communicate concerns respectfully and promptly with teachers or school administration.
- To engage constructively with the school to support student growth and well-being.
- To remain informed regarding IB and Alberta programme requirements relevant to their child.

12. REFERENCE TO OFFICIAL IB DOCUMENTATION

While this policy outlines the school's internal practices, all IB-related decisions, particularly those concerning assessment procedures, inclusive access arrangements, academic integrity, and programme requirements, are guided by the most recent official IB documentation available on My IB.

In the event of any uncertainty, discrepancy, or need for clarification regarding IB policy, the relevant PYP Coordinator will consult the most current version of the applicable IB policy document on My IB. Where necessary, the Coordinator will seek formal clarification from the IB through official communication channels. The most recently published IB documentation will take precedence over any previous versions or internal references.

Students and parents are encouraged to contact the appropriate Programme Coordinator if they require clarification regarding IB regulations, assessment procedures, academic integrity policies or inclusive access arrangements.

The school acknowledges that IB policies are periodically reviewed and updated. Ongoing reference to the latest official IB publications ensures accuracy, compliance, and the integrity of programme implementation.

13. POLICY REVIEW

This document was created in collaboration with the Principal(or designate), IB Coordinators, and Leadership Team, who form the body responsible for policy formulation and review committees.

The policy will be reviewed every year to ensure alignment with TIS's mission, best educational practice, and updates from the International Baccalaureate Organization (IBO) and technological advancements (e.g., AI).

AMENDED: August 2017, August 2024, April 2026

REVIEWED: May 2026

APPROVED: June 2026



WORKS CITED

Author note: Poe.com (Quora, 2023) Poe was used as a thought partner to support grammar, structure, and language refinement as to enhance clarity and coherence. The ideas, analysis, applications to context, and conclusions remain entirely the author's own.

“Academic Integrity Policy.” *Ibo.org*, Oct. 2019,
resources.ibo.org/ib/topic/Academic-honesty/works/edu_11162-58121?lang=en.
Accessed 9 Mar. 2026.

“Access and Inclusion Policy.” *Sso.ibo.org*, Sept. 2022,
resources.ibo.org/ib/topic/Access-and-inclusion/works/edu_11162-53587?lang=en.
en. Accessed 9 Mar. 2026.

“Career-Related Programme from Principles into Practice.” *Ibo.org*, Oct. 2015,
resources.ibo.org/cp/resource/11162-38311?lang=en. Accessed 9 Mar. 2026.

“Diploma Programme: From Principles into Practice (for Use from August 2015).”
Ibo.org, Aug. 2015, resources.ibo.org/dp/resource/11162-33702?lang=en.
Accessed 9 Mar. 2026.

Flight | Frequently Asked Questions — Alberta's Early Learning and Care Framework
FAQ page, which outlines the framework's origins, purpose, and how it guides
educators in holistic, play-based practice.

Flight: An Introduction (childdev.com) — An introductory document summarizing
Flight's five core concepts, four holistic play-based goals, and five dispositions
to learn.

General Information Bulletin Diploma Examinations Program. Oct. 2025.



“Guidelines for Developing a School Assessment Policy in the Diploma Programme.”

Ibo.org, 2010,

resources.ibo.org/dp/resource/11162-occ-file-d_0_dpyyy_ass_1101_1_e?lang=en. Accessed 9 Mar. 2026.

“Guidelines for Developing a School Language Policy.” *Ibo.org*, Apr. 2008,

resources.ibo.org/ib/resource/11162-occ-file-g_0_iboxx_amo_0804_2_c?lang=en. Accessed 9 Mar. 2026.

International Baccalaureate Organization. (2018). Primary Years Programme: From principles into practice.

<https://www.ibo.org/programmes/primary-years-programme>