



Assessment Policy

SBG Academy · IB Diploma Programme (candidacy)

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1. Philosophy

1.1 SBG Academy recognizes assessment as an integral part of teaching and learning that supports student growth, informs instruction, and promotes continuous improvement.

1.2 Assessment practices are designed to be fair, valid, reliable, inclusive, and criterion-related, allowing students to demonstrate their understanding, skills, and conceptual learning.

1.3 This policy is developed in alignment with the International Baccalaureate Programme Standards and Practices (2014), IB Diploma Programme requirements, and current IB assessment guidance.

1.4 Assessment at SBG Academy supports the development of critical thinking, reflection, academic integrity, and the IB learner profile attributes.

1.5 Assessment practices aim to provide equitable access to learning while supporting students with diverse learning needs and language profiles.

2. Purpose of Assessment

2.1 Assessment is used to inform learning, support learning, measure progress, and guide instructional decisions.

2.2 Assessment enables students to identify strengths, areas for growth, and strategies for improvement.

2.3 Assessment supports student learning by providing opportunities to demonstrate understanding and achievement in relation to IB objectives through both internal and external assessment components.

2.4 Assessment data is used to support instructional planning, differentiation, intervention, and student goal setting.

2.5 Assessment practices encourage student reflection, self-management, and responsibility for learning.

3. Principles of Assessment

3.1 Assessment at SBG Academy is criterion-related rather than norm-referenced, in alignment with IB philosophy.

3.2 Assessment practices are transparent, with clear expectations, success criteria, and rubrics shared with students.

3.3 Assessment is ongoing, varied, and inclusive to reflect different learning styles, strengths, and abilities.

3.4 Assessment supports the development of higher-order thinking skills, inquiry, communication, and conceptual understanding.

3.5 Assessment practices promote academic integrity and authentic student work.

3.6 Assessment practices are aligned with IB subject guides and programme expectations.

4. Types of Assessment

4.1 SBG Academy implements the following types of assessment:

Type of Assessment	Description
Formative assessment	Ongoing assessment used to monitor learning, provide feedback, and guide instruction
Summative assessment	Assessment conducted at the end of a unit or learning period to evaluate achievement
Diagnostic assessment	Assessment used to identify prior knowledge, readiness, and learning needs
Self-assessment	Student reflection on progress, understanding, and learning goals
Peer assessment	Structured feedback provided by students using established criteria

4.2 A balance of assessment types is used to ensure comprehensive evaluation of student learning and development.

4.3 Formative assessment occurs regularly throughout units of study and may include quizzes, discussions, drafts, presentations, reflections, practice responses, and classroom activities.

4.4 Summative assessments are conducted at the end of units or major learning periods and may include examinations, essays, oral assessments, investigations, projects, and practical tasks.

4.5 Teachers maintain assessment records to monitor student progress and inform instructional planning.

4.6 Formative assessment opportunities are expected to occur continuously throughout instruction and learning activities.

4.7 Summative assessments are typically conducted at the conclusion of units, term periods, or major learning experiences according to departmental planning and IB subject requirements.

5. Assessment Practices

5.1 The school develops assessment tasks aligned with IB subject guides, assessment objectives, command terms, and criterion descriptors.

5.2 Teachers design assessment tasks that allow students to demonstrate understanding through a variety of formats, including written, oral, visual, investigative, and practical work.

5.3 Assessment criteria and expectations are communicated to students in advance.

5.4 Internal deadlines are established to support student organization, time management, and progress monitoring.

5.5 The school aligns assessment practices with IB internal and external assessment requirements.

5.6 Students receive opportunities to engage with IB-style assessment tasks and criteria throughout the DP.

5.7 Teachers use formative assessment data to adapt instruction, provide intervention, and support student learning needs.

5.8 Assessment accommodations and inclusive practices are implemented in accordance with IB access and inclusion guidance where applicable.

6. DP Assessment Criteria and Processes

6.1 Assessment in each DP subject is based on the published IB subject-specific assessment criteria and objectives outlined in the corresponding subject guides.

6.2 Teachers assess student work using criterion-related assessment rather than comparison between students.

6.3 Assessment criteria are communicated clearly to students before assessment tasks are completed.

6.4 Subject-specific criteria and markbands are used consistently across formative and summative assessment tasks where appropriate.

6.5 Assessment criteria may include, depending on the subject: Knowledge and understanding; Analysis and evaluation; Critical thinking; Application of skills and concepts; Organization and communication; Research and investigation; Reflection and interpretation.

6.6 Students are provided with rubrics, exemplars, success criteria, and opportunities for clarification prior to assessment.

6.7 Teachers provide feedback linked directly to assessment criteria to support student improvement and understanding of expectations.

6.8 Assessment evidence may include written responses, oral assessments, presentations, performances, portfolios, investigations, laboratory work, projects, exhibitions, and examinations depending on subject requirements.

6.9 Teachers maintain accurate and updated assessment records using school-approved systems to monitor student achievement and progress throughout the DP.

6.10 Reporting procedures include progress reports, semester reports, parent meetings, academic conferences, and criterion-based achievement updates where appropriate.

6A. Grading and Achievement Levels

6A.1 SBG Academy uses criterion-related assessment aligned with IB Diploma Programme subject guides and assessment criteria.

6A.2 Student achievement is measured against published IB assessment objectives and descriptors rather than against the performance of other students.

6A.3 Assessment tasks may be graded using: IB criterion descriptors; markbands; percentage scores where appropriate; and the IB 1–7 achievement scale.

6A.4 The IB 1–7 scale is used as follows:

IB Grade	Descriptor
7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Mediocre
2	Poor
1	Very Poor

6A.5 Teachers use professional judgment and IB assessment guidance to determine achievement levels based on evidence collected over time.

6A.6 Reported grades reflect student performance in relation to IB criteria, assessment objectives, and subject-specific expectations.

6A.7 Grade boundaries and achievement descriptors are reviewed collaboratively to support consistency and alignment with IB expectations.

6A.8 Predicted grades are based on multiple assessment data points, including formative and summative assessments, mock examinations, coursework, and demonstrated consistency of performance.

6A.9 Teachers maintain assessment records and supporting evidence used in determining semester grades and predicted grades.

6A.10 Students and parents are informed of grading expectations, assessment criteria, and reporting procedures throughout the DP.

7. Feedback and Reporting

7.1 Students receive regular and constructive feedback to support improvement and reflection.

7.2 Feedback focuses on strengths, areas for development, achievement in relation to criteria, and strategies for improvement.

7.3 Reporting procedures communicate student progress to students and parents through scheduled reports and conferences.

7.4 Reporting includes qualitative feedback, criterion-based achievement levels, and indicators of student progress.

7.5 Teachers maintain communication with students and families regarding assessment expectations, progress, and support needs.

8. Internal Standardization

8.1 The school implements procedures to ensure consistency and reliability in assessment practices across teachers and subjects.

8.2 Teachers collaborate to standardize marking using IB criteria, exemplars, and moderation discussions.

8.3 Samples of student work are reviewed to support consistency of judgment and alignment with IB expectations.

8.4 Internal standardization meetings are conducted regularly during the academic year.

8.5 Standardization practices are continuously reviewed and refined as the DP is implemented and developed.

8.6 The DP Coordinator and pedagogical leadership team oversee standardization procedures and assessment consistency.

9. Predicted Grades

9.1 Predicted grades are determined using multiple sources of assessment evidence collected over time.

9.2 Predicted grades are based on criterion-related performance, achievement trends, formative and summative assessment data, mock examinations where applicable, and professional teacher judgment.

9.3 Teachers use IB assessment criteria, grade descriptors, and subject expectations when determining predicted grades.

9.4 Predicted grades are reviewed collaboratively by teachers, the DP Coordinator, and school leadership to ensure consistency and fairness.

9.5 Predicted grades are confidential and communicated according to school and IB procedures.

10. Alignment with IB Requirements

10.1 The school aligns assessment practices with IB Diploma Programme subject guides and current IB assessment procedures.

10.2 Internal assessments are conducted according to IB regulations and submission requirements.

10.3 External assessments are administered in accordance with IB examination procedures and IB regulations.

10.4 The school ensures that assessment practices support validity, reliability, fairness, inclusion, and academic integrity.

10.5 The school implements IB requirements regarding assessment security, confidentiality, and ethical conduct.

11. Academic Integrity in Assessment

11.1 All assessment tasks must reflect authentic student work.

11.2 Plagiarism, collusion, duplication of work, unauthorized collaboration, and any other form of academic misconduct are prohibited.

11.3 Students are taught appropriate research, citation, referencing, and ethical academic practices.

11.4 Suspected academic misconduct is investigated according to school procedures and IB guidance (see Code of Conduct).

11.5 Consequences for academic misconduct are communicated clearly to students and parents and are applied fairly and consistently (see Code of Conduct).

11.6 The school promotes responsible use of technology and artificial intelligence in accordance with IB guidance and school expectations (see Code of Conduct).

12. Roles and Responsibilities

12.1 Students

12.1.1 Students are responsible for completing assessment tasks with academic integrity and meeting deadlines. 12.1.2 Students are expected to engage actively in feedback, reflection, and improvement processes. 12.1.3 Students are encouraged to communicate with teachers regarding assessment support needs.

12.2 Teachers

12.2.1 Teachers are responsible for designing assessments aligned with IB criteria and subject guides.

12.2.2 Teachers provide timely feedback, maintain accurate assessment records, and apply criteria consistently. 12.2.3 Teachers participate in standardization, moderation, and collaborative assessment practices.

12.2.4 Teachers communicate assessment expectations and progress clearly to students and parents.

12.3 DP Coordinator

12.3.1 The DP Coordinator oversees assessment practices and ensures alignment with IB requirements.

12.3.2 The DP Coordinator supports standardization procedures, assessment timelines, and IB assessment compliance. 12.3.3 The DP Coordinator collaborates with teachers and leadership to monitor assessment practices and student progress.

12.4 School Leadership

12.4.1 School leadership ensures that structures, resources, and professional development opportunities support effective assessment practices. 12.4.2 School leadership promotes assessment practices aligned with IB philosophy and inclusion principles.

12.5 Parents and Families

12.5.1 Parents and families support students in managing assessment responsibilities and deadlines. 12.5.2 Parents and families are encouraged to maintain communication with the school regarding student progress and support needs. 12.5.3 Parents and families support the development of responsible academic practices and academic integrity.

13. Policy Review

13.1 This policy is reviewed every two years or following updates to IB requirements and guidance.

13.2 The review process includes the DP Coordinator, teachers, pedagogical leadership, and school leadership.

13.3 The policy is reviewed to ensure alignment with current IB philosophy, assessment guidance, inclusion practices, and programme implementation needs.

14. References

14.1 International Baccalaureate Organization. Programme Standards and Practices. 2014.

14.2 International Baccalaureate Organization. Diploma Programme: From Principles into Practice. August 2015.

14.3 International Baccalaureate Organization. Academic Integrity Policy. Updated March 2023.

14.4 International Baccalaureate Organization. General Regulations: Diploma Programme. Current version available through MyIB.

14.5 International Baccalaureate Organization. Assessment procedures and subject-specific assessment guidance available through MyIB.

14.6 International Baccalaureate Organization. Access and inclusion resources available through MyIB and IB.org.

14.7 International Baccalaureate Organization. Approaches to Teaching and Learning resources available through MyIB.

Annexes

- Annex 1: Code of Conduct
- Annex 2: Admissions Policy
- Annex 3: Academic Integrity Policy
- Annex 5: Inclusion Policy
- Annex 6: Language Policy

This document is published by SBG Academy as part of its IB Diploma Programme candidacy policy framework. For questions, contact the admissions office via the Contact page at sbgacademy.ma.