



Assessment Policy

2025-2026



Tehran
International
School



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Introduction

Assessment is a vital component of the teaching and learning process. It provides a coherent framework to meet students' educational objectives and monitors their progress which consequently contributes to the efficacy of the learning process. Assessment aids schools and teachers with implementing the curriculum. Furthermore, it enhances teachers focus while identifying problem areas. At Tehran International School (TIS) assessment is carried out consistently throughout the academic year with the purpose of evaluating the knowledge, skill and attitude of the students. In alignment with the philosophy of the International Baccalaureate Diploma Programme (IBDP), assessment is designed to support student learning, measure progress, and ensure that students achieve the programme's academic standards while developing the attributes of the IB Learner Profile.

Our assessment policy provides a framework for both formative and summative assessment practices. It establishes clear expectations for teachers, students, and parents regarding how learning is monitored, evaluated, and reported. The policy emphasizes fairness, consistency, and transparency while respecting the diverse linguistic and cultural backgrounds of our students.

The purpose of this policy is not only to prepare students for the rigorous demands of internal and external IB assessments, but also to foster a culture of reflection, responsibility, and continuous improvement. By engaging in meaningful assessment practices, we aim to encourage students to take ownership of their learning and to develop the skills necessary for success both within and beyond the Diploma Programme.

1. Assessment

Assessment at **Tehran International School (TIS)** is integral to the teaching and learning process. In line with the International Baccalaureate (IB) philosophy, we believe that assessment should promote deep understanding, support student growth, and reflect the attributes of the IB Learner Profile.

Our assessment is designed to:

- Encourage reflection, responsibility, and academic integrity.
- Support the development of Approaches to Learning (ATL) skills such as critical thinking, communication, and self-management.
- Foster intercultural understanding and respect for diverse perspectives.
- Prepare students to become principled, balanced, and reflective lifelong learners.

2. Principles of Assessment

Assessment results provide substantial and understandable information to students, teachers, parents, and school leaders. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved. According to Assessment principles and practices—Quality assessments in a digital age “Assessment principles are what we think are important in creating, delivering, marking and grading qualifications and assessments. They come from what we think is important about an IB education and the most important principle is that assessments should support education, not distort it.”

TIS strongly believes as assessment is the key element of teaching and learning; it needs to be: fair, honest, ambitious, appropriate, consistent, clear, and complying with standard criteria, integrated into all stages of the learning process, supportive, motivating.

3. Aims of Assessment

Assessment at **TIS** aims to:

- Support student learning by providing timely and constructive feedback.
- Encourage reflection, goal setting, and self-directed learning.
- Measure progress against IB subject criteria and learning outcomes.
- Prepare students for the demands of IB internal and external assessments.
- Ensure fairness, transparency, and consistency across all subjects.
- Accommodate diverse learning needs in line with the school’s Inclusion/SEN Policy.

4. Assessment and Inclusion

Students with ‘special education needs’ are defined as those who have the intellectual capacity to meet all curriculum requirements, but who have individual learning needs and who require special arrangements to demonstrate their level of achievement. Therefore, where standard assessment conditions could put candidates with special educational needs at a disadvantage by preventing them from demonstrating their level of attainment, special arrangements may be authorized by the IB. This approach applies to students with learning difficulties, alongside students affected by temporary, long-term or permanent disability or illness.

Some of the special arrangements related to assessment that may be authorized by the IB are based on the following principles:

- The IB must ensure that a grade awarded to a candidate in any subject is not a misleading description of that candidate’s level of attainment, so the same standards of assessment are applied to all candidates, regardless of whether or not they have special needs.
- Special arrangements are intended to reduce the adverse effects of a candidate’s special needs when demonstrating his or her level of attainment. The special arrangements requested for a candidate must not give that candidate an advantage in any assessment component.
- The special arrangements described in this document are intended for candidates with the intellectual capacity to meet all assessment requirements leading to the award of the diploma or courses results.

5. Types of Assessment:

- A. Formative
- B. Summative
- C. Internal
- D. External
- E. Self-assessment
- F. Peer-assessment

A. Formative Assessment

Formative assessment monitors students’ learning progress, and provides ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments help students identify their strengths and weaknesses and target areas that need work. This type of assessment includes: class discussions, quizzes, drafts, peer/self-assessment, oral presentations.

At TIS, this type of assessment is conducted regularly to monitor learning and provide feedback.

B. Summative Assessment

Summative assessments are given to students at the end of a course and should measure the skills and knowledge a student has gained over the entire instructional period. Also, at TIS students complete midterm examinations, which, together with final exams, provide a broader picture of their academic progress. Students receive written report cards which are included in the appendix, after both midterm and final examinations, outlining their achievements and areas for further development.

C. Internal Assessments (IA)

The purpose of internal assessment in the IBDP is to provide students with the opportunity to demonstrate the application of their knowledge in a context beyond traditional examinations. Internal assessments are designed to encourage inquiry, critical thinking, and the development of subject-specific skills through tasks such as essays, investigations, projects, oral work, or performances. Internal assessments ensure that student achievement is measured through a variety of methods, complementing external examinations and contributing to the final IB grade. These assessments are designed and assessed by subject teachers using IB subject-specific criteria.

D. External Assessments

The purpose of external assessment in the IBDP is to ensure a standardized and reliable measure of student achievement across all IB World Schools. External assessments are marked by IB examiners worldwide, which guarantees fairness, consistency, and alignment with international standards. They primarily assess students' ability to synthesize knowledge, apply critical thinking, and demonstrate subject mastery under exam conditions. The following matrix illustrates how the TOK and the Extended Essay will contribute up to three bonus marks to students' final mark.

	Theory of Knowledge					
	Grade Awarded	A	B	C	D	E
Extended Essay	A	3	3	2	2	Failing condition
	B	3	2	2	1	Failing condition
	C	2	2	1	0	Failing Condition
	D	2	1	0	0	Failing Condition
	E	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition

Table 1: Core subjects' matrix

*The written exam's grading system is explained in section 5.

E. Self-assessment

Reflection and self-assessment are fundamental elements of the assessment process. Self-assessment is useful both during a learning experience, in enabling the learner to set goals and strategies for personal development, and at the end of the learning experience, in helping the learner to take increasing responsibility for their own learning. Self-assessment clearly comes in particular relevant at the end of year one and during year two when students must examine their strengths and weaknesses in light of the coming exams. This will be done in talks with their subject teacher, counselor and IB coordinator.

G. Peer-assessment

Peer assessment may happen as part of the teaching and learning process. Examples of peer assessment in the Diploma Programme will be based on clear criteria given by the teacher and often mediated by the teacher. This will often take place in smaller groups, and the format can for instance be as oral feedback on written work, on class presentations and on drafts for written work. This is very much in line with the learner profile attributes of open-mindedness, communication and critical thinking.

6. Assessment in Diploma Programme

According to the IB document Diploma Programme Assessment: Principles and Practice, assessment in the program is high-stakes and criterion-related based on the following aims:

- DP assessment should support the curricular and philosophical goals of the program, through the encouragement of good classroom practice and appropriate student learning.
- The published results of DP assessment (subject grades) must have a sufficiently high level of reliability, appropriate to a high-stakes university entrance qualification.
- DP assessment must reflect the international-mindedness of the program wherever possible, must avoid cultural bias, and must make appropriate allowance for students working in their second language.
- DP assessment must pay appropriate attention to higher-order cognitive skills (synthesis, reflection, evaluation, analysis, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding, application).
- Assessment for each subject must include a suitable range of tasks and instruments or components to ensure all objectives for the subject are assessed.
- The principal means of assessing student achievement and determining subject grades should be the professional judgment of experienced senior examiners, supported by statistical information.

7. Assessment Practices

- Teachers use IB subject-specific assessment criteria for all summative tasks.
- Rubrics and expectations are shared with students in advance to ensure clarity.
- Feedback is timely, specific, and constructive, with opportunities for student reflection and goal setting.
- Peer and self-assessment are encouraged to develop reflective and independent learners.
- Assessments are inclusive, designed to accommodate diverse learning needs, and aligned with IB access arrangements.
- Academic honesty is expected in all assessment tasks, in line with the school's Academic Integrity Policy.
- Technology, including AI tools, must be used responsibly and ethically.

8. Recording and Reporting

- Reports are issued in the middle and at the end of each term and include IB grade descriptors (1–7 scale), effort grades, and teacher comments.
- Predicted grades are reported according to IB timelines and guidelines.
- Parent-teacher conferences are held regularly to discuss progress and strategies for improvement.
- Assessment expectations and outcomes are communicated through ManageBac, student handbooks, and orientation sessions.

7	6	5	4	3	2	1
Excellent performance	Very good performance	Good performance	Satisfactory Performance	Mediocre performance	Poor performance	Very poor performance
96-100%	85-95%	75-84%	65-74%	50-64%	35-49%	Below 35%
Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.	General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.	Minimal achievement in terms of the objectives.

Table 2: IB grading scale and description

9. Responsibilities

The effectiveness of assessment within the IB Diploma Programme depends on the shared commitment of the whole school community. Teachers, students, parents/guardians, and the IB coordinator team all play complementary roles in ensuring that assessment practices are fair, transparent, and aligned with IB standards. Each group carries specific responsibilities, but together they contribute to creating an environment where assessment supports learning, reflects academic integrity, and provides accurate information about student progress

Teachers

- Design assessments aligned with IB subject criteria and learning outcomes.
- Provide timely and constructive feedback.
- Participate in collaborative standardization and moderation to ensure fairness.
- Support students in understanding expectations and reflecting on their progress.

Students

- Engage actively and responsibly in all assessment opportunities.
- Reflect on feedback and set personal learning goals.
- Manage deadlines effectively and uphold academic integrity.
- Use digital tools ethically and appropriately.

Parents/Guardians

- Support students by encouraging responsibility, balance, and academic honesty.
- Review assessment feedback and maintain open communication with the school.

IB Coordinator

- Ensures consistency of assessment practices across the school.
- Provides professional development for staff on assessment practices.
- Oversees the implementation of this policy.
- Ensures alignment with other key school policies (Inclusion, Academic Integrity, Language).

10. Review of Policy

This policy is reviewed every two years by the IB Coordination Team to ensure alignment with IB standards and practices. Updates will also reflect changes in IB regulations and school developments.

References

International Baccalaureate Organization (IBO). Assessment & Exams. Geneva: IBO.

International Baccalaureate Organization (IBO). Assessment Principles and Practices: Quality Assessments in a Digital Age (2018). Geneva: IBO.

International Baccalaureate Organization (IBO). Diploma Programme Assessment: Principles and Practice, in Diploma Programme: From Principles into Practice. Geneva: IBO.

Shirakatsy Lyceum. DP Assessment Policy (2023–2024). Yerevan: Shirakatsy Lyceum.

Oxford Secondary School. Assessment Policy: IB Diploma Programme (2021). Warsaw: Oxford Secondary School.

The British Academy of Tunis (BAT). DP Assessment Policy (2024). Tunis: BAT.

International Baccalaureate Organization (IBO). Diploma Programme Assessment Procedures. Geneva: IBO.

International Baccalaureate Organization (IBO). Teaching and Learning Informed by Assessment in the Diploma Programme. Geneva: IBO.

Appendix I
Sample of Midterm and Final Exam Report Card



Tehran International School Girls



Academic Year:

Student's Name:

Grade:

First /Second Semester

Midterm/ Final Exam



English A	SL	6	A	B
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Teacher: Ms. Rohani

Comment: I am happy to see has improved in her analysis, but the time management problem is still an issue as she could not finish her essay again. I know she works hard, but she must write more essays in the time limit.

Subject	Level	Final Grade	Participation	Attendance
French	ab/ SL	5	B	B

Teacher: Ms. Atabaki Rad

Comment:

Subject	Level	Final Grade	Participation	Attendance
BM	HL	6	A	B

Teacher: Ms. Mostafid

Comment: has demonstrated a strong commitment to her assignments. Her performance in the second term exam was characterized by accurate and concise answers. However, it is advisable to provide more elaborate responses in future exams to align with the rigorous requirements of IB's assessment criteria.

Subject	Level	Final Grade	Participation	Attendance
Physics	HL	4	A	A

Teacher: Ms. Sharifi

Comment: A drop in performance has been observed again(!), though class participation continues to be great. To come back on the track, she needs constant practice and effort combined with and high commitment.

Subject	Level	Final Grade	Participation	Attendance
Mathematics AA	HL	3	A	A

Teacher: Ms. Kasiri

Comment: Unfortunately, she did several mistakes in her final exam! She needs to practice Paper 2 style questions much more!

Subject	Level	Final Grade	Participation	Attendance
Visual Arts	HL	7	A	B

Teacher: Ms. Farahani

Comment: She has made significant progress compared to the initial sessions.

Total: 25/42

General Behavior: 7

IB Diploma Core

CAS

Teacher: Faezeh Fatehi

Comment: has started some CAS projects including cultural change and study clubs. She has also participated in some short-term projects. All projects are valuable experiences for her and I hope she can enhance IB learners profile attributes while completing the projects.

TOK

Teacher: Ms. Bagheri

Comment: is an active member of the class and engages in class discussions and often contributes thoughtful insights. However, there are occasions where she appears tired and sleepy, which can affect her overall performance.

EE

Teacher: ----

Comment: The proposal form has not been received yet. Please contact the coordinator.

Grade Description

- 7** **Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.**
- 6** Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
- 5** **Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.**
- 4** General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
- 3** **Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.**
- 2** Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.
- 1** **Minimal achievement in terms of the objectives.**

Grading Scale

7	6	5	4	3	2	1
Excellent performance	Very good performance	Good performance	Satisfactory performance	Mediocre performance	Poor performance	Very poor performance
96-100%	85-95%	75-84%	65-74%	50-64%	35-49%	Below 35