

ASSESSMENT POLICY

PHILOSOPHY OF ASSESSMENT AT C P GOENKA INTERNATIONAL SCHOOL

Assessments contribute to the integral parts of the teaching and learning process. We consistently encourage students to strive for their personal best. Our assessment practice is guided by the overall principle of maximizing student's learning.

We believe that assessments help to provide students with appropriate and timely feedback on their learning so that they may reflect better on their learning and achieve their full potentials with quality education. This way Students become confident learners, solving problems creatively, thinking for themselves and communicating their ideas while working together in a team.

Assessment will focus on what students know, understand, their abilities and feelings at different stages of the learning cycle.

Assessments also assist teachers to use assessment results to plan the curriculum and/or improve on further learning and teaching experiences.

Assessments are treated as being complementary to the learning outcomes at C P Goenka International school. The aim of assessment being to maximize the potential of each student

At C P Goenka International School, we believe that assessments satisfy the following purposes

- Integration of planning, teaching, and learning
- Clarity, of systems and practices, to the stakeholders – teachers, learners, and parents
- Balance in formative and summative assessments
- Peer, self-assessment, and reflection
- Pre assessment – ascertain the pre knowledge of a student / group of students before embarking on a teaching learning assignment
- Feedback and reporting to stakeholders ensure correction and betterment
- Analysis - individual student's needs
- Effectiveness - curriculum and teaching methodology

- National requirements – societal needs and a seamless transfer to other curricular (school and university) when required.
- International requirements– preparation for higher centres of learning across the shores
- Acquisition of IB Learner Profile
- Evolution of the learner as a global citizen
- Reflection is an integral part of learning and assessments motivate students to involve actively in reflection and review.
- Identify if any student has any special needs or require any individualized attention.
- Assessments assist teachers in filtering out and segregating concepts that are easily acquired from those that may require a higher order. This helps to establish the need and level of differentiation in class

WAYS OF ASSESSMENT

The primary aim of assessment at C P Goenka International School is to support and promote student learning. Effective and varied assessment is essential for providing students with ongoing evaluation and feedback on their academic achievements within the subject areas to monitor and measure student progress. We believe that the written, taught and assessed curricula are interlinked. Assessment focuses on the essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastery of skills, the development of attitudes and the decision to take responsible action. Through receiving feedback in relation to set criteria or expectations, students of all abilities learn strategies for further improvement and develop intrinsic motivation. Assessment also enables parents and staff to monitor and support student progress. Therefore, Assessment instruments at C P Goenka International school include but are not limited to formative assessments and summative assessments. The two are bifurcated below

Formative Assessments

Formative assessment is interwoven with daily learning and helps teachers and students find out what children already know, understand, and can do in order to plan for further student learning and growth. Formative assessment occurs throughout a learning unit or process. They are conducted individually, in groups or in pairs, through a wide range of strategies and tools.

In languages the formative assessments range from debates, speeches, talks, extempore, to creative writing, quizzes, role plays, dramatizations, etc.

It must be remembered that formative assessments are to a great extent

impromptu, based on unrestricted creativity and expression and are internal investigations. Some common formative assessments across the studies are class tests, worksheets, short written assignments, and presentations.

The frequency of Formative assessment is dependent on the teacher.

Summative Assessments

Summative assessments are used to assess the standard reached by the student at the end of a learning unit. It is a chance for students, teachers, and parents to evaluate progress and demonstrate what has been learned over the course of time. It is a formal ending point to a taught unit or of a process but not necessarily the end of student learning in the areas being assessed. The teachers ensure that by the end of every unit all essential elements of IBCP and the attributes of IB Learner Profile are assessed through variety of tools and strategies.

Summative assessments are controlled and conditional. The summative assessment happens in the form of two well documented and recorded unit cycles and two terminal examinations (half yearly and final).

Students are specifically exposed to one/two preliminary or mock examinations to prepare them for the final diploma certificate exam.

Summative assessments encompass:

- End of unit tests
- Examinations
- Internal assessment
- Coursework for external examinations
- CRS modules and their dedicated assessments

Assessment Tools

- **Anecdotal records:** Brief, written notes based on observations of students. These records are systematically compiled and organized and are used as evidence of student learning.
- **Continuums:** Visual representations of developmental stages of learning. They show a progression of achievement or identify where a child is in their learning process
- **Checklists:** Lists of information, activities, data, attributes, or elements that should be present in the task delivered by the student
- **Class assignments, test/exam results:** Scores that provide data to allow teachers to identify student's specific knowledge and understanding,

track student progress and achievement, better support student's further learning. These tools provide an overview of knowledge gained over a set period. Both internal and external tests are used

- **Performance based assessment:** Students are presented with a task or real-life challenge that requires the use of a repertoire of knowledge and skills to accomplish a goal. This type of assessment entails the thoughtful application of knowledge and understanding, has an identified purpose or audience, an established criterion and requires the development of an authentic product or performance
- **Observations:** Focusing on whole class, collaborative groups, and individual students to gather evidence on different learning situations
- **Portfolios:** An ongoing, purposeful collection is composed of selected student work and is designed to demonstrate growth, understanding, creativity and reflection

IBCP ASSESSMENT, EXAMS AND AWARD CRITERIA

The IB Career-related programme assesses students both internally by the school as well as externally by the International Baccalaureate in the following manner.

- Written examinations are held at the end of each DP course. These are assessed and graded by external IB examiners in accordance with rigorous international standards. The marks are awarded for each individual course ranging from 1 (lowest) to 7 (highest).
- Every student is expected to complete the four CORE elements of the IBCP inclusive of the **reflective project** (assessed by school but moderated by IB. Student must achieve at least grade D), **service learning, personal and professional skills, and language development** (assessed by school)
- CRS modules must be completed and assessed internally as well as externally by the CRS provider.
- The student must NOT have received any penalty for academic misconduct.

Grading system for the career-related study

The career related study constitutes of 720 hours of guided learning hours.

Each separate module constitutes of individual assessment criteria (that is assessed both internally by school as well as externally by WACP, an accredited CRS service provider) as well as a capstone project.

Assessment of the Career Related Study modules is bifurcated into two sub sections

1. Continuous internal assessment
2. External assessment

The following Career Related Studies are offered at C P Goenka International school

- Sport Management
- Event Management
- Business Administration

Assessment of the Career-related study is determined by the school. Examinations for the CRS are held annually just before the DP exams.

The assessment results of the CRS modules will be shared with students and parents over e-mail.

Grading system for Diploma courses

IBCP students are needed to study a minimum of **two DP courses** as a part of their CP studies. To qualify for the IBCP diploma, the student must achieve a minimum of grade 3 in his/her chosen higher level or standard level DP subjects.

Courses can be chosen from any group of the DP. It is possible to study more than one course from the same group and these can be studied at standard level (SL) or higher level (HL) in any combination. However, some stipulations do apply such as the following

- Students cannot be registered for the same subject twice, irrespective of whether it's a higher level (HL) or standard level (SL)
- Student cannot be registered for any HL subject to be completed in one year (HL subjects must be completed over two years); an HL subject

cannot be completed in the first year to contribute to the award of the CP.

As a general, students need to be encouraged to study DP courses which might be relevant to their chosen field of their career-related study.

As per the IB guidelines, following are the systems in place to assess student's work for teacher's records as well as for the report to parents. The DP courses are assessed by IB in accordance with the IB guidelines

IB follows a 7-point grade system (wherein 7 is the highest and 1 is the lowest). The table below allows for general descriptors to the assessment task with specific details where necessary. The written examinations in the diploma courses are assessed by external IB examiners on the following parameters.

Achievement Grade	Descriptor
Grade 7 (Excellent)	A complete and constant comprehension of the needed knowledge and skills, as well as the ability to apply them practically flawlessly in a range of settings. Wherever possible, evidence of analysis, synthesis, and evaluation is provided. The student consistently exhibits originality and insight, as well as producing high-quality work.
Grade 6 (Very good)	A complete and consistent understanding of the needed information and abilities, as well as the ability to apply them in a range of situations. Wherever possible, evidence of analysis, synthesis, and evaluation is provided. In general, the student exhibits uniqueness and understanding.
Grade 5 (Good)	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis, and evaluation where appropriate and occasionally demonstrates originality and insight.

Grade 4 (Satisfactory)	A thorough and consistent grasp of the required knowledge and skills, as well as the ability to use them in a variety of situations The student exhibits analysis, synthesis, and assessment when appropriate, as well as innovation and insight on rare instances.
Grade 3 (Mediocre)	Most of the objectives were either partially met, or there were obvious challenges in some areas. The student has just a rudimentary comprehension of the required knowledge and skills and can only fully apply them in normal situations with assistance. This is the minimal grade required to pass the course.
Grade 2 (Poor)	All the objectives were only partially met. Even with assistance, the student struggles to comprehend the needed knowledge and abilities and is unable to apply them properly in circumstances.
Grade 1 (Very poor)	Minimal achievement in terms of the objectives

(Ref: International baccalaureate diploma programme – a guide to assessment. International Baccalaureate Organization, 2014.)

Grading system for IBCP core

Teachers are recommended to continuously update themselves and enhance their proficiencies towards developing their own assessment criterion for all core components (except the reflective project) and range their criterion bases on the context of the assessment, the students, and the course.

The methods to assessment must range and continuously be up to date to make sure that students are explicitly aware about the expectancy of outcomes. Students need to understand the measurement of their achievement is substantial, valid, authentic, reasonable, and fair.

The delivery of the components of the IBCP core must be designed in a manner that it takes into consideration the needs, interests, and backgrounds of the students.

1. Assessment of the Reflective Project:

The reflective project constitutes of 50 hours of the students CP course. The reflective project focuses on an ethical dilemma of an issue directly linked to the student's career-related study. Assessment of the reflective project is conducted by the school. IB then selects a sample for the school to send to an external moderator for confirmation of the school's marks. At the end of the reflection project, students must submit either a 3000-word essay or a combination of a 1500–2000-word essay accompanied by an additional format including film, oral presentation, interview, play or display.

The permitted additional formats are:

- **A short film** (7 minutes). Students are free to create whatever type of film they believe will be a valuable component of their reflective project, for example a documentary, a drama, a news report and so on. They can choose to submit a written film script instead (700 words).
- **A spoken presentation** (recorded on audio/video; 7 minutes). A presentation provides students with the opportunity to address in a spoken format aspect of their reflective project. They can choose to submit a written script instead (700 words).
- **An interview** (recorded on audio/video; 7 minutes). An interview allows students to be creative by imagining and developing a discussion between two or more people. They can choose to submit a written script instead (700 words).
- **A play** (recorded on audio/video; 7 minutes). The play should include one or more characters performing a spoken drama that supports elements of the reflective project. It can include dialogue, music, and sound effects. Students can choose to submit a written script instead (700 words).
- **A display** (a storyboard or photo essay using up to 15 annotated images; 700 words). A storyboard/photo essay is usually a linear narrative told through imagery. Students can decide what their imagery will accomplish and how it will contribute to the reflective project overall. For example, it could provide an overview of their reflective project and create points of discussion or illustrate ideas.

The following are the criteria for the assessment of the reflective project.

Criterion	Aspect of reflective project assessed	Marks available
A: Focus and method	<ul style="list-style-type: none"> • Ethical dilemma and issue • Research question • Methodology 	6 marks
B: Knowledge and understanding in context	<ul style="list-style-type: none"> • Context • Local or global example • Alternative perspectives and perceptions of dilemma 	9 marks
C: Critical thinking	<ul style="list-style-type: none"> • Research • Analysis • Discussion and evaluation 	12 marks
D: Communication	<ul style="list-style-type: none"> • Structure • Layout 	3 marks
E: Engagement and reflection	<ul style="list-style-type: none"> • Process • Engagement • Research focus 	6 marks
Total Marks		36 marks

(Ref: reflective project guide, IB resource centre, 2016)

When it comes to assessment, teachers are encouraged to develop their own assessment criteria after collaborative deliberation for all core components (except the reflective project). Schools then report to the IB whether a student has satisfactorily completed the requirements of the core. The grade awarded for the reflective project is reported to the IB via the IBIS.

2. Assessment of the Language Development core

At C P Goenka International School assessment of language learning is an on-going process throughout the school year in both formal assessments (formative and summative) and informal situations (learning experiences and inquiry). All four skill areas (reading, writing, listening, speaking), as well as the student's knowledge of grammatical structures and their ability to use these correctly, are assessed regularly at levels appropriate to the student's language phase and abilities.

Student language level and ability is acknowledged and incorporated into the planning of assessments. In subjects where writing is not required by the published criteria, teachers strive to provide alternative modes of presentation

for students. Additionally, whenever reading, writing, listening, or speaking tasks are assigned, expectations are set according to the student's language level. A range of formative and summative assessment measures are used. The assessment for the language development is stipulated by the school and may include group assessments (including role play, dances, music, etc) or individual assessments (including written tests, essay writing, storytelling etc).

Students must document and create their own language portfolio and complete it to the satisfaction of the school. This is not assessed by the IB but may be subject to sample review during CP evaluation.

Language development runs concurrently with the other elements of the CP core.

3. **Assessment of the Personal and Professional Skills:**

Personal and professional skills constitute of 90 hours of the IBCP core. Students learn about personal and professional transferable skills to prepare them for future pathways. Every PPS course is precise to the school and created with the aid of using the school in the local context including but not confined to social and communication skills, thinking skills, research, self-management skills, etc. students are expected to always showcase these skills in all endeavours. The assessment of this is interconnected with the complete IB career related programme as a unit. Teachers can also additionally use interactive approaches to assess grasp of this aspect as well as focus on trouble areas. Formative assessment techniques are recommended for the assessment of the personal and professional skills.

4. **Assessment of the Service-Learning core:**

Service learning constitutes of 50 hours of the student's CP core dedicated to authentic real-life service-learning projects. All CP students are required to engage in a service-learning programme. Completion of service learning is based on student achievement of the five service-learning outcomes.

As part of the programme, students engage in three interviews with their service-learning coordinator. These formal interviews are documented by the coordinator and the student as further evidence of student achievement of the five outcomes.

- The first interview is at the beginning of the service-learning programme.
- The second interview is at the end of the first year of the service-learning programme.
- The third interview is at the end of the service-learning programme. The provision of service learning is expected to run concurrently with the other components of the CP core

All students are required to maintain and complete a service-learning portfolio as evidence of their engagement with service learning throughout the programme and of application of the five stages of service learning. While not formally assessed, the portfolio gives students an opportunity to outline and reflect on their service-learning experience.

- **Investigation:** students are expected to examine a specific issue and identify a need within the community. Having an inventory of interests, skills, talents and areas for personal growth, students can make choices based on their priorities and abilities and the designated need
- **Preparation:** students spend time obtaining knowledge to assist them recognise the real needs of the community and coming up with a plan.
- **Action:** Students implement the plan through direct service, indirect service, advocacy, or research. Their service may be a combination of one or more of these types of service. Students may work individually, with partners or in groups.
- **Reflection:** Students reflect keeping in mind personal, local, and global contexts. Continuous reflection is vital to assist informed action and determine on subsequent steps.
- **Demonstration:** students need to be specific in the how, what, and why of their learning and this ought to be documented simultaneously and build on the service-learning portfolio.

(Ref: thinkib.net, career-related programme for the IB by Rebecca Pickard, November 2021)

Predicted grades

The IBO requires predicted grades of students in their 12th grade. These are also crucial for university applications. Predicted grades must be submitted to the IBCP coordinator.

It must be noted that the predicted grades should be an accurate representation of the student's final grade as far as possible and should be confidential. Teachers predict the grade they believe each candidate will attain in the forthcoming examination session for a subject and level. Predicted grades should be based on the grade descriptors that are available in DP Grade descriptors (December 2017).

(Ref: Career-related Programme Assessment procedures 2022, C3.3 Internal assessment and predicted grades, IBO resource centre)

STANDARDIZATION AND MODERATION OF INTERNAL ASSESSMENT

Assessment is a useful tool to determine the aptitude of a learner. This helps the teachers to reflect and understand whether the child is achieving her / his optimal capabilities. The students are encouraged to seek and render help and benefit through interactions. The students are encouraged to seek and render help and benefit through interactions. The students develop a caring, open-minded, and balanced profile. These initiatives have helped us achieve standardization in the student community across subjects and at activities too.

Internal Assessment allows some student assessment to be done by teachers over the course of the class. Teachers mark individual pieces of work according to the IB criteria and this grade counts as a portion of the overall IB grade. Internal Assessment tasks are assessed by the teacher and moderated externally. A sample of internally assessed coursework will be required for moderation. Moderation allows the IB to align marks awarded from all schools taking the assessment for that subject with the global standard.

Teachers are encouraged to write comments on all candidates' work submitted.

(Ref: Career-related Programme Assessment procedures 2022, IBO resource centre)

CANDIDATES WITH ADVERSE CIRCUMSTANCES

Unforeseen or unfavourable conditions are events outside the candidate's control that may have a negative impact on his or her performance. Transient illness, temporary injury, extreme stress, particularly difficult family circumstances, grief, or any other event that may jeopardise the candidate's health or safety are examples of these.

Civil unrest or natural disasters that could affect the entire school community are also taken into account.

In the event of an unfavourable circumstance, a 'candidate with adverse circumstance' form must be submitted to the IB assessment centre. Depending on the circumstances, the form may need to be accompanied by and supported by medical proof. The form can be submitted at any time during the academic year, but should be received by the IB Assessment Centre within 10 days of the candidate's final examination

A candidate is temporarily too unwell to take the examination(s)

If a candidate is too ill to take a test on the scheduled date, the coordinator might request an emergency reschedule for the next day. All emergency rescheduling restrictions must be followed; unlawful rescheduling will result in the candidate's examination score being ruled invalid.

A candidate is unwell or injured and is in hospital/at home

An examination can be given to a candidate in a different place if it is suited to the circumstances and at the coordinator's discretion (for example, at home or in the medical setup). The school must assign an invigilator, and all examination administration regulations must be followed. Invigilators cannot be parents, guardians, or family members.

If a candidate is unable to write their answers in the traditional manner due to a physical injury,

the coordinator may allow:

- The use of a word processor or
- 25% additional time, depending on the conditions; or
- The applicant to work with a scribe with 25% additional time.

The IB must be notified of any such arrangements

A candidate is absent from an examination

Send the individual coversheet (marked as absent) to the scanning centre as usual if a candidate is absent from an examination. Notify the IB about the absence.

At the school, there is a power outage.

If there isn't enough light to complete the investigation after a power outage, it should be discontinued.

If the failure is likely to be temporary, candidates should remain in their seats until the examination can be resumed, without communicating and under supervision. The examination should be given the full time allotted.

The examination should be postponed if the failure is likely to be long-term or for an indefinite period of time.

If the test has started and candidates are unable to resume, gather the candidates' scripts and submit them for evaluation as usual. As quickly as possible following that, email a comprehensive report to the IB.

If the examination has not yet commenced (candidates have not yet seen the substance of the paper) and candidates are unable to return to finish the exam, reschedule the exam as soon as possible. The coordinator shall make every effort to safeguard the examination's security and give a comprehensive report to the IB as soon as feasible following

The examination room has been evacuated because of a fire alarm, bomb threat or natural disaster

Follow this protocol if the examination room needs to be evacuated, such as in the event of a fire alarm, bomb threat, or natural disaster.

- Tell the candidates not to talk to each other, and then have them turn their scripts over so they can't be read. Keep track of when the examination was called to a halt.
- Evacuate the room and remind the candidates not to communicate with each other.
- If candidates are able to return to the examination room to finish the exam, keep track of the time the exam was restarted and allow the full amount of time remaining.

- If applicants are unable to return to the original examination location and another place is available, the coordinator may transport the examination materials to the alternate location and continue the examination there. During this time, candidates must be told not to speak with one another. If a different location or a return to the original examination room is not practicable, the exam should be postponed.
- If the test has started and candidates are unable to resume, gather the candidate's scripts and submit them for evaluation as usual. As quickly as possible following that, email a comprehensive report to the IB.
- If the examination has not yet commenced (candidates have not yet seen the substance of the paper) and candidates are unable to return to finish the exam, reschedule the exam as soon as possible. The coordinator shall make every effort to safeguard the examination's security and give a comprehensive report to the IB as soon as feasible following.

Because of the severe weather, candidates are unable to attend school, or the school has been closed

An emergency situation, such as severe weather, may prevent an examination from taking place on time or on the appointed day. The coordinator shall make every effort to safeguard the examination's security and give a comprehensive report to the IB as soon as feasible following.

There has been an earthquake or natural disaster and candidates cannot get to the school or the school has been closed. The coordinator shall make every effort to safeguard the examination's security and give a comprehensive report to the IB as soon as feasible following.

There is civil turmoil, and candidates are afraid to go to school, or the school has been suspended

An emergency situation, such as civil unrest, may prevent an examination from taking place at the scheduled time or on the scheduled day. In this instance, reschedule the examination to the earliest possible opportunity. The coordinator shall make every effort to safeguard the examination's security and give a comprehensive report to the IB as soon as feasible following.

(Ref: Career-related Programme Assessment procedures, IB resource centre, 2022)

CONDUCT OF EXAMINATIONS

The examinations will be conducted in compliance with the IBO norms. Academic dishonesty during examinations will result in severe consequences, as outlined in the academic honesty policy.

The IBCP coordinator ensures that invigilators understand their roles in ensuring that topic examinations go smoothly and efficiently.

The following protocols must be strictly adhered at the time of subject examinations

- The IBCP coordinator makes sure that all question papers and supporting materials are delivered on time
- The IBCP coordinator ensures that the test papers are kept in a secure location with limited access and that they have not been tampered with. The seal is only broken in the presence of the invigilators and pupils in the examination room.
- For each examination, a cover sheet must be completed.
- Subject teachers are responsible for double-checking that all papers have been printed accurately and that all relevant support materials are available.
- Each invigilator is given a copy of the IB examination conduct, which they bring to the examination hall.
- Any misbehaviour will be investigated, questioned, and dealt with harshly. Any material suspected of being used for cheating will be confiscated immediately, and malpractice will be dealt with swiftly

PROTOCOL FOR MISSED ASSESSMENTS

In the unfortunate event that the student is unable to sit for an examination or submit an assignment due to adverse circumstances, then the IBCP coordinator and HOS may at his/her discretion post deliberation conduct a re-examination for the student provided that the reasons for absence are verified.

ASSESSMENTS AND ACADEMIC HONESTY

Academic Honesty being an essential principle of IB Career Programme assignment work submitted as Internal Assessment by students shall be checked for its authenticity. This helps the student to develop personal integrity, respect other person for his/her work and establishes integrity

towards their own work. It helps to illustrate Learner Profile attribute of being “principled”, acting with “integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups and communities”.

RESULTS OF ASSESSMENT

Summative assessment results will be shared with students and parents/ guardians towards the end of assessment period. The results of the same will be discussed in the annual parent-teacher meeting.

Formative assessment results may be shared with students wherein relevant but are mainly to gauge development of learning and teaching outcomes and the results of which are in particular utilized by heads of department and subject teachers to refine teaching methodologies.

Parents/ guardians are updated about student progress via telephone/email wherein necessary. Results of termly reports are also shared with parents.

POLICY REVIEW

Assessment Policy of C P Goenka International School was formulated after detailed research into various philosophies and schools of thought. An extensive and exhaustive process of deliberations, research, feedbacks, and compilation of methodologies were taken recourse of. The assessment policy will be reviewed at the end of 2 academic years, it is open for new ideas/ modification through programme coordinators /pedagogical leaders. Any amendments if required will be added as and when required. Any modifications done in the policy will have the consensus of all and shared with all stakeholders.

AIU ACCREDITATION

The IBCP certification has been recognized by accredited by the AIU association of India. For the purpose of application into Indian universities, the IBO shall convert the points received in the IB to percentage format for ease of application upon request.

STUDENTS WITH SPECIAL NEEDS

The school provides environmental accommodations to students with special needs and makes reasonable adjustments like easy accessibility assistance with reading and writing if needed. Differentiated assignments, simplified instructions, highlighted texts, and project assignments are given by teachers on a case-to-case basis.

The access arrangements are made after a discussion with HOS, CP Coordinator, and subject teachers. The decision is based on a student's past performance, medical report, and teacher feedback

Temporary disability in case of emergencies like broken arm or high fever will be addressed at the day of the examination where the examiner will use their discretion to grant arrangements

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