



ASSESSMENT POLICY

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Shine Ue School
2023



IB Mission Statement

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

Shine Ue School Mission Statement

To provide students with a quality education based on the methods and experience of highly qualified teachers, cultivate citizens with the knowledge that meets international standards, can live independently, are humane and ethical, and respect Mongolian traditions.

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The IB Learner Profile

Informed by the International Baccalaureate (IB) mission to develop active, compassionate and lifelong learners, the IB programmes foster a distinctive set of attributes. These qualities—embodied in the IB learner profile—prepare IB students to make exceptional contributions on campus.

Inquirers. They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

University faculties regularly note IB students' passion for discovery.

Knowledgeable. They explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

IB students are extraordinarily well prepared for the academic requirements of university coursework.

Thinkers. They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

IB students contribute to discussions in a meaningful way. They do not shy away from challenging questions and, once they know the answer, follow up by asking “why?”

Communicators. They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

IB students regularly deliver stimulating presentations and drive excellence in group assignments.

Principled. They act with integrity and integrity, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

IB students are infused with the academic integrity that is a fundamental value of universities and colleges.



Open-minded. They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

IB students have a deep understanding of various cultures and views, bringing an appreciation of new views to both their academic study and their involvement in local and wider communities. Their international mindedness complements the missions of the best tertiary institutions.

Caring. They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

IB students tell us they bring this commitment to community and others to their activities and leadership roles at university and carry it throughout their lives.

Risk-takers. They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

IB students transition well to challenging university settings and show resilience and determination in their work. In academics, they have the confidence to approach new or unfamiliar subjects or material.

Balanced. They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

IB students are active participants in a wide range of aspects of campus life, as well as focusing on their academic development.

Reflective. They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

IB students have developed an ability to reflect on their learning and to articulate how they learnt. They have learned that critical reflection is an important academic and life skill.

For more information about the IB Learner Profile, visit www.ibo.org/recognition.



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SHINE UE SCHOOL IB DIPLOMA PROGRAMME ASSESSMENT POLICY

ONE. GENERAL PROVISIONS

This assessment policy for the IB Diploma Programme is meant to be read in conjunction with the schoolwide Assessment policy (published March 2021) and the latest DP: General regulations. The specific stipulations in this policy apply to the programme requirements and nature of the IB Diploma Programme, with particular emphasis on its assessment requirements in awarding either the full IB Diploma or individual course certificates.

Therefore, the purpose of this policy is to provide practical and compliant guidelines for the implementation, recording and reporting of assessment of student work in the IB Diploma Programme.

1.1. Assessment Philosophy:

Shine Ue School recognizes the significance of facilitating assessment of student work to (a) report student progress of learning as per learning objectives for each course and national requirements, (b) reflect student readiness for IB external assessment tasks required for the awarding of either the full IB diploma or individual course certificates, and (c) communicate student readiness and profiling in preparation for university admissions and study.

1.2. Assessment Principles:

Shine Ue School believes that assessment:

- Monitors the progress of students' learning process and their achievements against the academic standards of the curriculum;
- Informs the teacher, academic managers and programme coordinators to help make judgments towards improving the curriculum, approaches to teaching and learning;
- Gives feedback to students, parents and external institutions

Throughout the curriculum, assessments should:

- Account for different learning styles of students;
- Understanding for diverse backgrounds of learners;
- Be confidential to students and their parents;
- Be fair and realistic;
- Be relevant for student development and motivating them;
- Be ongoing and reflective;
- Allow students to evaluate their learning process and set goals for improvement;
- Allow school to assess against or not meeting the learning objectives and outcomes;



TWO. TYPES OF ASSESSMENTS

A range of assessment tasks should be developed to ensure it allows students to be assessed against all strands of achievement objectives throughout the year. DP courses in grades 11 and 12 use subject-specific achievement descriptors provided by IB DP. Teachers use mark schemes and grading boundaries to determine an IB student's grade and how their performance in class matches the IB DP standards.

2.1. School-based assessment

2.1.1. School-based assessment of student progress in the DP helps students develop and practice ATL skills necessary to succeed in the course and employs a variety of authentic, inquiry-based, and ATL skills-based tasks to assess student learning and prepare them for IB external assessment tasks and it has three purposes:

- Reporting progress of learning
- Providing formative assessment
- Reflecting student readiness for both IB external assessment and prospective university courses of study

2.1.2. Term-end and year-end examinations (mock tests) are employed as formative and summative tasks for judgment based on the structure of IB external examinations in each subject.

2.1.3. School-Based Assessment is not optional. All IB Diploma candidates must undertake and complete all requirements for school-based assessments.

2.1.4. Appropriate medical documentation and granting extensions through the process will be required for students missing school-based assessments and deadlines.

2.1.5. Technical difficulties with computers, lifestyle choices like travel or early school holidays or activities and regular school commitments are not acceptable excuses for missing school-based assessment deadlines or lessons.

2.1.6. Failing to meet school-based assessment requirements may severely affect students' chances of gaining the Diploma.

2.2. Internal assessments

2.2.1. IB courses include internal assessments and samples of students' work evaluated by Shine Ue school teachers according to the rubrics and standards provided by the IBO, then moderated by IB examiners.

2.2.2. To help students manage their coursework and complete all requirements realistically and feasibly, the DP faculty have collaboratively developed an IB assessment calendar, a timeline of requirements which is sensitive to the needs of all subjects and students.

2.2.3. The calendar below is made available to students and parents by email and direct communication from subject teachers to ensure all stakeholders know all essential deadlines. This calendar shall be updated in June, preceding the new Grade 11 class. These deadlines are binding



on students, and the school can refuse work submitted after the due date. (The brief of the calendar deadlines is shown below in a table.)

DP MAJOR EVENTS TIMELINES 2021-2023

Month	DP1 (2022-2023)	DP2 (2022-2023)
Sep	<input type="checkbox"/> Introducing course expectations <input type="checkbox"/> IB courses start <input type="checkbox"/> CAS programme starts	<input type="checkbox"/> CAS programme and interviews continue <input type="checkbox"/> Language A: HL Essay starts
Oct	<input type="checkbox"/> Detailed explanation of EE process	<input type="checkbox"/> Language A: HL Essay First Draft <input type="checkbox"/> Group 3 IAs final draft due
Nov	<input type="checkbox"/> CAS initial interview	<input type="checkbox"/> TOK exhibition <input type="checkbox"/> Language A: HL Essay Final Draft <input type="checkbox"/> EE Final Reflection Session <input type="checkbox"/> Group 4 IAs first drafts due
Dec	<input type="checkbox"/> Student parent meeting <input type="checkbox"/> Term 1 break	<input type="checkbox"/> EE First Draft <input type="checkbox"/> Group 4 IAs due <input type="checkbox"/> Predicted grades submitted <input type="checkbox"/> Term 1 break
Jan	<input type="checkbox"/> Interim Reporting <input type="checkbox"/> EE First Reflection Session <input type="checkbox"/> Formal CAS interviews with students <input type="checkbox"/> Mock tests	<input type="checkbox"/> TOK essay first draft <input type="checkbox"/> Group 1 and 2 IAs due <input type="checkbox"/> Mock examinations <input type="checkbox"/> Interim Reporting
Feb	<input type="checkbox"/> IB courses continue	<input type="checkbox"/> EE Final Draft <input type="checkbox"/> TOK final draft <input type="checkbox"/> Group 5 IAs due
Mar	<input type="checkbox"/> EE Proposal <input type="checkbox"/> Mock tests <input type="checkbox"/> Term 2 break	<input type="checkbox"/> TOK course completed <input type="checkbox"/> Term 2 break <input type="checkbox"/> Group 2 IAs due
Apr	<input type="checkbox"/> EE First Reflection Session	<input type="checkbox"/> EAs start
May	<input type="checkbox"/> Group 3 IAs first draft due <input type="checkbox"/> Year 1 examinations	<input type="checkbox"/> CAS presentations <input type="checkbox"/> Final DP written examinations
June	<input type="checkbox"/> End of Year Reporting <input type="checkbox"/> Summer vacation	<input type="checkbox"/> End of Year Reporting <input type="checkbox"/> Graduation

Procedures for students who hand in late internal assessments (except for IB external examinations) are as follows:

- Students should inform their subject teacher well in advance if there are extenuating circumstances for not meeting the deadline.



- If work is late, a teacher checks with the student first to determine why this was communicated after the deadline.
- The teacher makes every effort to ensure that students meet their obligation, setting new deadlines or imposing certain restrictions such as attendance at after-school study periods. New deadlines must be communicated to the DP coordinator once deemed necessary and final.
- If the teacher fails, the teacher should inform the DP coordinator and homeroom teacher and send an official warning letter regarding the non-compliance.

2.3. External assessments

2.3.1. IB Diploma programme courses include external assessments, which vary in form. All courses will have externally assessed May examinations administered according to the schedule provided by the IBO in strict protocols.

2.3.2. These exam scores are combined with other internal and external assessment scores within a course to provide a final score from the IBO and posted in July. The following table outlines the IB external and internal assessment components for DP courses offered at Shine Ue School for the Class of 2020 and beyond:

Course	External assessment components	Internal assessment components
Language A: Literature Mongolian	Standard level Paper 1: Guided literary analysis (35%) Paper 2: Comparative essay (35%) Higher level Paper 1: Guided literary analysis (35%) Paper 2: Comparative essay (35%) Higher level essay (20%)	Standard level Individual oral (30%) Higher level Individual oral (20%)
Language B: English	Paper 1: Productive skills (25%) Paper 2: Receptive skills (50%)	Individual oral assessment (25%)
Mandarin ab initio	Paper 1 Productive skills (25%) Paper 2 Receptive skills (50%)	Individual oral assessment (25%)
History	Standard level Paper 1: Source-based paper (30%) Higher level Paper 1: Source-based paper (20%) Paper 2: Essay paper (25%)	Standard level Historical investigation (25%) Higher level Historical investigation (20%)



Business management	Standard level Paper 1: Case study (30%) Paper 2: Structured and extended response (45%) Higher level Paper 1: Case study analysis (35%) Paper 2: Structured and extended response (40%)	Standard level Written commentary (25%) Higher level Research project (25%)
Sciences: Biology, Chemistry, Physics	Paper 1: Multiple choice (20%) Paper 2: Data response (40%) Paper 3: On core and SL option (20%) Higher level Paper 1: Multiple choice (20%) Paper 2: Data response (36%) Paper 3: On core and AHL option (24%)	Individual investigation (20%) The Group 4 project
Mathematics	Standard level Paper 1: response without calculator (40%) Paper 2: response with calculator (40%) Higher level Paper 1: response without calculator (30%) Paper 2: response with calculator (30%) Paper 3: Extended response (20%)	Mathematical exploration (20%)
Theory of Knowledge	Essay (67%)	Exhibition (33%)
Extended Essay	4000-word essay	

For detailed information, see the Shine Ue School IBDP Handbook 2022-2024.

2.4. IB external exam registration

2.4.1. All DP students at Shine Ue School are considered total Diploma candidates when they enter Grade 11.

2.4.2. By the end of Grade 11, students consult with the DP coordinator, university counsellor and their parents/legal guardians to decide one of two pathways in terms of IB registration:

- Full IB diploma: registration for all subjects and the Diploma core (TOK, EE, CAS)
- Individual course registration: enrollment in specific courses and core components

2.4.3 Student registration is formalized upon payment of the school's necessary IB external assessment fees.



THREE. IB DIPLOMA AWARDING REQUIREMENTS

3.1. Each student in the IB diploma at Shine Ue School must take six DP courses given the following requirements:

- One Language A course
- Another language course (Language A, Language B or Language ab initio; not in the same Language registered for 5.1.1)
- One course in Individuals and Societies
- One course in Sciences
- One Mathematics course
- One-sixth course in Arts, Sciences, Individuals and societies or another language
- A student must take three standard level (SL) and three higher level (HL) courses or two standard level (SL) and four higher level (HL) courses.

3.2. The structure of IB external assessment

- Each subject is graded 1-7, with 7 being the highest grade.
- These grades are also used as points (i.e., 7 points for a grade 7, 6 points for a grade 6 and so on) in determining if the diploma can be awarded.
- Theory of Knowledge (TOK) and the Extended Essay (EE) are graded A-E, with A being the highest grade. These two grades are combined in the diploma points matrix to contribute between 0 and 3 points. Below is the Diploma TOK/EE points matrix:

TOK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

- Creativity, Activity, Service (CAS) is not assessed, but must be completed in order to pass the diploma.
- The overall maximum points from subject grades, TOK and the EE is therefore 45 [(6 subjects x 7) + 3].

For further information, click the link. ([Diploma programme assessment - International Baccalaureate® \(ibo.org\)](http://Diploma_programme_assessment_-_International_Baccalaureate®_(ibo.org)))



FOUR. AWARDING A GRADE UNDER MONGOLIAN LOCAL REQUIREMENTS AND IB DP

4.1. With the exception of the IB diploma program and the IGCSE program, students studying according to national core curriculum standards are assessed at 8 levels according to Order A/425 of the Minister of Education, Culture and Science.

4.2. Official grades are given along with levels ranging from I-VIII, calculated based on the arithmetic mean using the boundaries below, which are recorded on the official student record book:

Level	Evaluation %	Evaluation level criteria	IB 7 point scale	Shine ue %	Description
VIII	90-100	<p>Complete understanding of scientific phenomena, terms, concepts, laws, and patterns, and use scientific terminology to explain, define, evaluate, and propose issues</p> <p>Uses knowledge and understanding to solve problems and process information in any situation</p> <p>Plans for research by making hypotheses (problems, questions)</p> <p>Selects and uses appropriate methods to solve problems and process information</p> <p>Analyzes problems and information, thinks and concludes, and expresses them scientifically.</p>	7	97-100 %	Students have a consistent and thorough understanding of the required knowledge and skills and can apply them almost faultlessly in various situations. The students also consistently demonstrate originality, insight, and analytical thinking. The student produces work of high quality.
VII	80-89	<p>Understand and relate scientific phenomena to terms, concepts, principles, laws, and regularities.</p> <p>Uses acquired knowledge and understanding in unfamiliar and complex situations.</p> <p>Plans for research by making hypotheses (problems, questions)</p> <p>Choose the best method for solving problems and processing information.</p>	6	93-96 %	Students have a consistent and thorough understanding of the required knowledge and skills and the ability to apply them in various situations. The student consistently demonstrates originality, insight, and analytical thinking.



		Analyzes problems, and information, thinks and concludes, and expresses them effectively			
VI	70-79	<p>Understand scientific phenomena, terms, concepts, principles, and laws.</p> <p>Uses acquired knowledge and understanding in familiar and complex situations.</p> <p>Hypotheses (problems, questions) are made, and research is planned according to the instructions.</p> <p>Use appropriate methods to solve problems and process information.</p> <p>Analyzes issues, information and draws conclusions</p>	5	84-92 %	Students have a thorough understanding of the required knowledge and skills and the ability to apply them in various situations. In addition, the student occasionally demonstrates originality, insight, and analytical thinking.
V	60-69	<p>Understand scientific terms, concepts, principles, and laws</p> <p>Apply the acquired knowledge and understanding in new situations according to the instructions</p> <p>Participates in making hypotheses (problems, questions), researching, and planning</p> <p>Choose the appropriate method of problem-solving and information processing.</p> <p>Reflects on issues, information, and main points</p>	4	72-83 %	Students have a general understanding of the required knowledge and skills and can apply them effectively in typical situations. In addition, there is occasional evidence of analytical thinking.



IV	50-59	<p>Complete understanding of scientific terms, concepts, and principles.</p> <p>Uses knowledge and understanding in familiar situations</p> <p>Participates in questioning, problem-solving, and analysis.</p> <p>Try to choose problem-solving and information-processing methods.</p> <p>Reflects on issues and information and expresses opinions in a simple way</p>	3	61-71 %	<p>Students need more achievement against most objectives or evident difficulties in some areas. The student must demonstrate a more comprehensive understanding of the required knowledge and skills and can only apply them fully to everyday situations with support.</p>
III	40-49	<p>Mastered at the level of understanding and interpretation of scientific terms, concepts, and principles</p> <p>Apply the acquired knowledge and understanding in a familiar and easy environment</p> <p>Solves simple problems with the support and guidance of others</p> <p>Asks questions and makes assumptions</p>	2	50-60 %	<p>Students need better achievement in terms of the objectives. In addition, the student needs help understanding the required knowledge and skills and can only apply them partially to everyday situations, even with support.</p>
II	30-39	<p>Acquired at the level of recognizing, naming, and memorizing scientific terms and concepts</p> <p>Uses knowledge and understanding of following instructions and guidelines</p>	1	Below 50	<p>Minimal achievement in terms of the objectives.</p>
I	0-29	<p>Acquired knowledge of scientific terms and concepts</p>	N/A	Failing	<p>Not yet assessed</p>



FIVE. REPORTING STUDENT PROGRESS

- 5.1. All DP teachers must provide timely and informative feedback on all student work.
- 5.2. Progress reports are provided at the end of every month as well as terms, followed by a parent-teacher conference.
- 5.3. Progress reports comprise a report for each course and DP core component and provide feedback on student progress in the assessment objectives and a projection of student performance in formal IB assessment.
- 5.4. Teachers are expected to use internal school-based assessment data, the annual IB subject reports, and unit reflections to inform teaching and learning in the DP.

SIX. HOMEWORK

- 6.1. Homework is a variety of written and non-written assignments given by the teacher to develop the ability to comprehend, recall, solve problems, and analyze what you have seen in class outside of class. Homework should be tailored to the goals and objectives of providing students with the knowledge, skills, and practices they need to acquire following the subject's curriculum. It should be designed to consider the specifics and differences in students' learning.
- 6.2. Based on provisions 2.3.8 and 2.3.9 of the Order No. of A/528 of the Minister of Education, Culture and Science dated August 27, 2019, the homework load will be calculated according to the study time during the school week. Accordingly, when studying in the classroom, homework is given 0-1 times a week for the subject studied 1-2 hours, once a day for the subject studied 3-4 hours, and 1-2 times a day for the subject studied five or more hours per week.
- 6.3. The amount of homework to be given to students per day and week shall be organized as follows, taking into account the training content, age, physical condition, developmental characteristics, and workload of the student. These include:

Grade	Total time (hours) students spend on homework per day		Time (hours) students spend on homework per week	
	Classroom	Online	Classroom	Online
IB program class	2	2	10	10



When giving homework, the teacher should plan the homework according to the following table, considering the time required to complete the homework.

No	Task form	Time spent
1	Question with 2 right and wrong options	20-30 seconds
2	Multiple options (based on facts)	40-60 seconds
3	Fill in the blanks	40-60 seconds
4	Multiple options (combined)	70-90 seconds
5	Matching (5-6 options)	2-4 minutes
6	Short answer	2-4 minutes
7	Multiple options (calculated)	2-5 minutes
8	Sentence Problems (with simple arithmetic operations)	5-10 minutes
9	Short essay writing	10-20 minutes
10	Data (graph) analysis	15-25 minutes
11	Draw a model / write a term	20-30 minutes
12	Detailed essay	35-50 minutes, depending on the number of words

Students will not be given homework on public holidays and celebrations.

6.4. If the student is not doing his/her homework for the first time, the teacher will give him/her extra time and help with advice on things he/she does not understand. In case of non-completion of the second assignment or late submission, the homeroom teacher will be notified orally and in writing. If the student does not complete the assignment three or more times, the student will be notified by phone or letter to the parent or guardian.

SEVEN. ROLES AND RESPONSIBILITIES

7.1. Student responsibilities:

- Complete all the placement, formative and summative, and year-end assessments the school provides.
- Be punctual and develop time management skills and the ability to work independently.
- Familiarize yourself with the academic integrity policy of the Shine Ue IB Diploma Programme and follow all the policy regulations in all research papers and essays.
- Be proactive in seeking support from the IB teachers and the programme coordinator.
- Collaborate and cooperate with the CAS advisors and EE supervisors.



- Meet all deadlines established by the IB Diploma programme team of Shine Ue School.

7.2. Teacher responsibilities:

- Conduct differentiated tasks and different-level activities which meet the learning needs of talented and gifted students.
- Use universally designed assessments to create fair and inclusive formative/summative assessments and remove or reduce learning barriers for all learners.
- Ensure that assessment tasks support the curricular goals of the IB Diploma Programme. Inform students of the assessment criteria both for their subject and for all work that is assigned.
- Design formative assessment activities to help students understand what is expected and how they can progress.
- Follow deadlines outlined by IB Assessment Calendar.

7.3. Parent/Legal guardian's responsibilities:

- To support and promote student accomplishment, frequently discuss assignments and tests with the student.
- Contact the teacher and the programme coordinator promptly
- Attend all parent meetings and open houses to get the appropriate information regarding all internal deadlines and external assessments.
- Instead of concentrating only on grades, encourage students to participate in the educational process and be aware of the learning process.



EIGHT. LINKS BETWEEN THE ASSESSMENT POLICY AND OTHER DOCUMENTS

8.1. Shine Ue school aims to provide equal educational service to students with special learning needs who have any disability or learning difficulties, and talented or gifted students who need extra help and support in learning and assessment. (see Inclusion policy <http://en.shineue.edu.mn/inclusivepolicy>)

8.1. Academic integrity is a fundamental component of the IB Diploma program. Students are responsible for ensuring that all assignments they send to teachers, schools, and other external organizations are done independently. Failing to do so will result in the non-awarding of the IB diploma. (see Academic integrity policy <http://en.shineue.edu.mn/academicintegritypolicy>)

NINE. IMPLEMENT, EVALUATE AND MONITOR EVALUATION PROCEDURES

9.1. Implement. All teachers will be involved in implementing the procedure. Procedures will be discussed at the teachers' meeting, during the assessment period, and throughout the school year if necessary. Procedures will then be communicated to faculty, staff, parents, guardians, and new teachers through the school's website.

9.2. Evaluation and revision. Evaluation procedures are reviewed annually by the IB Diploma Program Coordinator, IGCSE Program Manager, School Administration, and Teachers' Meeting.



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