



AMERICAN INTERNATIONAL SCHOOL OF LIMBE (AISL)

Comprehensive Assessment Policy

Policy Number: AISL-ACA-001

Approved By: Board of Directors

Effective Date: August 2026

Review Cycle: Every Two Years

1. Purpose

This policy establishes a coherent framework for assessing, monitoring, documenting and reporting student learning aligned with the American Common Core Standards, the philosophy of the International Baccalaureate (IB), and international best practice.

2. Assessment Philosophy

Assessment is continuous, authentic, standards-based, inquiry-driven and learner-centered. It informs teaching, supports student growth, promotes reflection and develops internationally minded lifelong learners.

3. Guiding Principles

Assessment at AISL is fair, valid, reliable, inclusive, transparent, differentiated, timely and aligned with clearly defined learning outcomes.

4. Assessment Framework

AISL uses diagnostic, formative, summative, benchmark, performance-based, authentic, inquiry-based, project-based, portfolio, self, peer and digital assessments.

5. American Common Core Assessment

Teachers assess mastery of grade-level standards through standards-based grading, learning targets, common rubrics, benchmark assessments and unit assessments.

6. IB-Specific Assessment Practices

Assessment promotes inquiry, conceptual understanding and student agency. PYP uses assessment for, as and of learning through observations, conferences, portfolios, performance tasks and reflections. MYP uses criterion-related assessment (Criteria A–D), internal moderation, interdisciplinary assessment, Personal Project and Community Project. DP readiness includes preparation for Internal Assessments, Extended Essay, Theory of Knowledge, CAS and criterion-referenced assessment.

7. MAP Growth Assessment Policy

MAP Growth assessments are administered at the Beginning, Middle and End of the school year in Reading, Mathematics, Language Usage and Science (where applicable). Teachers use MAP data to differentiate instruction, identify intervention and enrichment needs, monitor growth, set goals and communicate progress with families. Parents receive MAP reports after each testing window.

8. English Language Learner (ELL) Assessment

All multilingual learners receive English language screening upon admission. Reading, writing, speaking and listening are assessed regularly to monitor progress. Exit decisions are based on multiple measures demonstrating readiness to access the curriculum independently.

9. Special Education Assessment Accommodations

Students with Individualized Education Plans (IEPs) or support plans may receive accommodations including extended time, separate setting, assistive technology, readers, scribes, modified presentation, alternative response formats, movement breaks and therapy-informed

accommodations. Accommodations preserve the integrity of learning outcomes.

10. Artificial Intelligence in Assessment

AI may only be used when authorized by the teacher and appropriately acknowledged. Unauthorized AI use, plagiarism, fabrication, cheating and collusion constitute breaches of the Academic Integrity Policy.

11. Grading Scales and GPA

Grade	Percent	GPA
A+	97–100	4.0
A	93–96	4.0
A-	90–92	3.7
B+	87–89	3.3
B	83–86	3.0
B-	80–82	2.7
C+	77–79	2.3
C	73–76	2.0
C-	70–72	1.7
D	60–69	1.0
F	Below 60	0.0

Early Years use developmental progress reporting. Elementary uses standards-based reporting. Secondary uses percentage grades, GPA, credits earned and honor recognition.

12. Reporting Student Progress

AISL communicates learning through report cards, progress reports, student-led conferences, parent conferences, portfolios, MAP reports and digital learning platforms.

13. Promotion and Retention Criteria

Promotion decisions consider mastery of standards, academic achievement, attendance, social-emotional readiness, teacher recommendations, intervention data and learning support evidence. Retention is considered only after documented interventions and consultation with parents.

14. Assessment Appeals

Parents should first meet with the classroom teacher, then the Division Principal, then the Head of School. Written appeals must be submitted within 10 working days. The Head of School's decision, or where applicable the Board's decision, is final.

15. Roles and Responsibilities

Students take ownership of learning; teachers design and moderate assessments; parents partner with the school; school leaders ensure quality assurance and policy implementation.

16. Policy Review

This policy will be reviewed every two years or earlier to reflect changes in curriculum, accreditation or IB requirements.

Appendices

Assessment Calendar; MAP Parent Guide; Standards-Based Report Card Sample; GPA Examples; Promotion and Retention Flowchart; Assessment Accommodation Request Form; Academic Integrity Declaration; Assessment Appeal Form.