Policy Number TE. 23

Tesla Education
Assessment & Promotion Policy

"From Reflection to Action, From Evidence to Excellence"

Our Commitment:

At Tesla Education, assessment is a tool for transformation. Our commitment is to ensure every student is seen, supported, and stretched — with honesty in evaluation and compassion in progression.

Explore - Engage - Experience Shaping the Future

Vision:

We envision a future where every student becomes a bold innovator, strengthening Vietnam through their contributions and leading globally with empathy and insight. Our school will be a hub of ideas that drive Vietnam's growth and inspire solutions for the world's challenges. We redefine education by blending local cultural pride with a global mindset, preparing students to shape a sustainable, inclusive future. In our environment, students explore the world beyond.

Mission:

At Tesla Education, we seek to ignite curiosity, break barriers, and empower students to think boldly, take risks, and lead the future with purpose and passion. We cultivate fearless learners who dream big, challenge conventions, and innovate to advance Vietnam's development while addressing global opportunities and challenges. We nurture future pioneers who hold fast to local traditions yet are ready to collaborate and lead in an interconnected world. Together, we create a community where creativity, collaboration, and a commitment to progress drive every learning opportunity, ensuring our students shape the future of Vietnam and the global stage.

Core Values

At Tesla Education, we foster innovation and leadership, anchored by our core values:

Integrity: Upholding honesty, commitment, and accountability.
Growth: Striving for excellence through active engagement, compassion, and empathy, promoting well-being.
Community: Embracing collaboration, open-mindedness, and global awareness.

Beliefs and Principles

We nurture a community of learners, recognizing everyone's potential. Lifelong learning begins with curiosity, inquiry, and personal growth through knowledge and skills acquisition. Our principles are:

Engagement: Active involvement and self-awareness.
Risk-Taking: Exploring new ideas, considering different perspectives, and learning from mistakes.
Collaboration: Thriving in safe, positive, and caring relationships.
Inclusivity: Engaging in meaningful, relevant, and challenging opportunities.

Tesla Education
Assessment & Promotion Policy

INTRODUCTION

The Assessment & Promotion Policy at Tesla Education is designed to support the academic and personal growth of our students across all educational programs, including EYP, PYP, MYP, and DP. This policy outlines the principles and practices that guide our assessment and promotion processes, ensuring they are fair, transparent, and aligned with our mission to foster a culture of inquiry-based learning and international-mindedness. In consideration of our diverse school community, this policy respects local customs and regulations while aligning with accepted international assessment standards.

PURPOSE

The main goal of this policy is to provide a comprehensive framework for assessing student learning and determining promotion to the next grade level. It aims to ensure that assessments are used effectively to support student learning, inform teaching practices, and promote student success. By clearly defining the criteria and processes for assessment and promotion, this policy helps maintain high academic standards and supports the holistic development of each student. Tesla Education is dedicated to fostering a culture that embraces authentic inquiry-based learning to create compassionate, internationally minded individuals who strive to make a positive and peaceful change in the world.

SCOPE

This policy applies to all students, teachers, and staff members at Tesla Education, encompassing the Early Years Programme (EYP), Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP). It sets out the expectations and responsibilities for assessment and promotion, ensuring consistency and equity across all grade levels and programs.
Tesla Education is dedicated to fostering a culture that embraces authentic inquiry-based learning to create **compassionate, internationally minded individuals** who strive to make a **positive and peaceful change** in the world. The assessment policy is aligned with in the mission and vision statement in our assessment philosophy and practices

Assessment Philosophy

At Tesla Education, assessment is integral to all teaching and learning across the IB continuum. It serves as a tool to inform instruction, provide feedback, and support growth — intellectually, personally, and ethically. Our approach is shaped by the belief that effective assessment motivates students, values their progress over time, and encourages reflection and ownership of learning.

In the Diploma Programme (DP), assessment promotes not only academic rigor but also ethical practice, agency, and inquiry-based growth. DP students are assessed through a blend of formative and summative tasks aligned with IB criteria and global standards. We value the role of assessment in preparing students for post-secondary study and leadership in a complex, interconnected world.

Assessment Principles:

Several principles help guide our approach to assessment; these include:

- Assessment is used to gauge prior knowledge, to identify what students, understand and can do; to help students improve their learning; to let students, their parents and teachers know how much they have learned within a given period.

- Assessment must be planned, purposeful and made explicit in the written curriculum. The criteria used to assess students must be identified and known by students, teachers and parents.

- A balanced approach to assessment must be taken in the classroom, including the use of a range of strategies to meet the learning styles of all students.

- Assessment and teaching are inseparable as assessment informs planning for the purpose of teaching and learning.

- Assessment practices and procedures must be given to students in language they understand. Students are made aware of what they have done well and what they need to do to improve.

- Assessment is a collaborative process that involves self, peer, and teacher assessment.

- Standards and benchmarking are an important component of effective assessment.

- Assessing and reporting student achievement needs to be given in a caring, supportive and thoughtful manner.

Assessment at Tesla Education allows for:

- Students to be an active part of the learning process by demonstrating their understanding and through reflection.

- Teachers to set the direction for ongoing learning, to analyse the effectiveness of their teaching and make appropriate adjustments, and to communicate progress with students, families and the wider school community.

- Parents to support and celebrate their child's learning and achievements

Assessment aims to guide students in essential elements of their learning, as aligned with the aims of the IBO:

1. Acquisition of knowledge,
2. Understanding of concepts,
3. Mastering and transferring skills,
4. Developing critical thinkers,
5. Promoting a deep understanding of inquiries made in the real-world contexts.

Characteristics of effective assessment
Highly effective assessment shares some key characteristics (Adapted from Clarke 2012).

- **Authentic:** It supports making connections to the real world to promote student engagement.
- **Clear and specific:** This includes desired learning goals, success criteria and the process students use to learn.
- **Varied:** It uses a wider range of tools and strategies that are fit for purpose to build a well-rounded picture of student learning.
- **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others.
- **Collaborative:** It engages both teachers and students in the assessment development and evaluation process.
- **Interactive:** Assessment encompasses ongoing and iterative dialogues about learning.
- **Feedback to feedforward:** It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation

Assessment Practices

Formative and Summative Assessment

Formative and summative assessment are labels that describe how various assessment tools and strategies are used. There are three distinct but interrelated purposes for classroom assessment, namely: assessment *for* learning; assessment *as* learning; and assessment *of* learning.

Summative assessment (assessment *of* learning) is aimed at determining a student's achievement level – generally at the end of a Unit. It tells us what students know and can do, provides evidence of student progress, demonstrates to what extent they have achieved the intended learning outcomes, and gives next steps.

Formative assessment (assessment *for* learning): refers to assessment tasks that provide information to be used as feedback to modify teaching and learning. It enhances learning by giving specific and timely feedback; keeping students focused on their progress, even in the face of occasional setbacks. Critically, it is formative assessment that has the greatest impact on student learning and achievement.

Whilst the categories of assessment are usually teacher-directed, assessment *as* learning, by contrast, is student-directed. It involves students setting criteria, setting goals, and assessing their own and their peers' work. In this type of assessment, students focus on both the process of learning and the product of their learning.

Strategies and Tools in Effective Assessments

Strategies are the methods or approaches that teachers use when gathering information about a student's progress and learning.

Tools are what teachers use to record this information.

Some examples of Assessment Strategies include:

- **Observations**: all students are observed frequently and regularly, with the teacher taking a focus varying from wide-angle (for example, focusing on the whole class) to close-up (for example, focusing on one student or one activity), and from non-participant (observing from outside) to participant (observing from inside).
- **Performance assessments**: the assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and tasks. In these tasks, there are numerous approaches to problem solve and rarely only one correct response. They are usually multimodal and require the use of many skills. Audio, video and narrative records are often useful for this kind of assessment.

- **Process-focused assessments**: students are observed frequently and regularly, and the observations are recorded by noting the typical as well as non-typical behaviours, collecting multiple observations to enhance reliability, and synthesising evidence from different contexts to increase validity.

    - A system of notetaking and record-keeping is created that minimises writing and recording time.
    - Checklists, inventories and narrative descriptions, such as learning logs, are common methods of collecting observations.

    - Teachers will also keep records in assessment folders that are available in classes.
    - Assessment data is then used to help plan teaching and learning opportunities.

1. **Selected responses**: single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.

2. **Open-ended tasks**: situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution. The work, with the assessment criteria attached, could be included in a portfolio.

Differentiation of Assessment

Assessment differentiation can be tailored for students facing challenges in accessing the curriculum, such as those who are an Additional Language (EAL), receive learning support, or have other learning difficulties.

While all students are evaluated based on the same criteria, the **expectations vary by phase** while maintaining consistent criteria structure. **Assessments, tasks and expectations are differentiated,** to accommodate different learning needs, with modifications to format but not to objectives. Students are required to grasp the learning objectives, albeit through diverse assessment methods. This approach to assessment differentiation aligns with the inclusive practices of the IB programmes. For more details, consult the school's inclusion policy and the specific assessment policy sections of the PYP, MYP, and DP.

Examples of Assessment Tools

The assessment strategies listed above may be put into practice using the assessment tools included below:

- **Rubrics:** an established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in student work and then how to rate that work on a predetermined scale. Importantly, rubrics can be developed by students as well as by teachers.
- **Exemplars:** samples of student work that serve as samples of good practice. Generally, there is one benchmark for each achievement level in a scoring rubric.

- **Checklists:** these are lists of information, data, attributes or elements that should be present. A mark-scheme is a type of checklist.
- **Anecdotal records:** these are brief written notes based on observations of students.
- **Learning stories** are focused, extended observations that can be analysed later.
- **Continuums**: these are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.

These records need to be systematically compiled and organized. Assessment evidence will either be stored in assessment folders or on the server in the assessment folder within each Unit folder.

Reporting

Reporting at Tesla Education provides regular feedback to parents on student's progress.

- Reporting on assessment includes communicating what students know, understand and can do.
- Reporting involves parents, students and teachers as partners and is honest, comprehensive and understandable to all parties.
- An essential form of reporting is regular, less formal, ongoing communication between the class teachers (primary) and the mentor (Secondary).

Part of the written report is dedicated to the Approaches to learning skills (ATL).

- Students will receive feedback on the progress made on the Approaches to learning in the report.
- The ATL skills used by the IB form the basis of the approaches to learning feedback.
- Formal reporting occurs throughout the year and is based on written reports and oral feedback during parent-teacher and student-led conferences.

Written reports are done through Managebac digital reporting.

The timeline for this is communicated through the school calendar on the school website.

Assessment in the PYP

Assessment is central to the Primary Years Programme (PYP) goal of thoughtfully and effectively supporting students through the acquisition of subject-specific knowledge and skills, the understanding of concepts and the development of approaches to learning.
In summary, when creating PYP units, teachers must ensure that assessments:

- Inform teaching and learning
- Is meaningful in the context of teaching and learning

- Provides valuable information to understand how to support children's development • Gives opportunities for constructive feedback

The PYP approach to assessment gives the students a vital role in the assessment process and engages the teachers in considering assessment as fit for purpose. Effective PYP assessment integrates assessment as learning to support effective learning and teaching.

Reporting at Primary

Reporting to parents, students and teachers occurs through:

Written reports: Reports are written Four times a year (in October January March and May)
Conferences: Parent-teacher conferences are held in October and after the Second report.

Student-Led Conferences are held at the end of the school year

Student-Led Conferences (SLC):

The importance of the SLC is mentioned at the Parent Information Days.

- SLC dates are published in the school newsletter.
- Classroom teachers and subject specialists meet to plan what is to be shared.
- Students are involved in choosing what is shared with parents.
- Students report to parents addressing the five essential elements of the programme (knowledge, skills, concepts, attitudes and action).
- Conferences for the oldest students are replaced by the exhibitions.

Student Portfolio:

The purpose of the student portfolio is to:

- empower students to be active participants in their own learning
- provide opportunities to show growth in different subject areas over time
- develop a sense of pride in their work and develop self-esteem
- provide evidence and celebration of achievement during the student led conference
- provide a tool for students' self-assessment and reflection
- enable students to see learning as a continuous process and one in which they are actively involved.

Expectations:

- Selection of work samples is ongoing providing regular opportunities to add samples to the portfolio.

- Portfolios are managed mainly by students with guidance and support from their teachers.
- Portfolios include work from all subject areas, including specialist subject areas.

Student portfolios are used as a tool during Student-Led Conferences and include at least:

- 1 student-selected piece of work from each Unit of Inquiry
- 1 teacher-selected piece of work from each Unit of Inquiry
- 1 teacher-selected piece of work from Maths for each UOI
- 1 student-selected piece of work from Maths for each UOI
- 1 student-selected piece of work from English Language for each UOI
- 1 teacher-selected piece of work from English Language for each UOI (this may include moderated pieces of writing)

Standard assessments at Tesla Education Primary include:

- PTM
- PTE
- PM Benchmarks
- Spelling assessment
- Phonics
- Unit summative assessment rubrics
- Moderated pieces of writing
- Assessment against the ATL every unit

For Further Information Regarding these assessments tool please refer to Appendix 1.

Assessment in the MYP

The MYP requires teachers to organize continuous assessment, over the course of the programme, according to specified criteria that correspond to the objectives of each subject group.
Regular internal assessment and reporting play a major role in the students' and parents' understanding of the objectives and criteria, in the students' preparation for final assessment, and more generally in their development according to the principles of the program.

The MYP offers a criterion-related model of assessment. Teachers are responsible for structuring varied and valid assessment tasks that will allow students to demonstrate achievement according to the required objectives within each subject group. These include open-ended problem-solving activities and investigations, organized debates, tests and examinations, hands-on experimentation, analysis and reflection.

Teachers should standardise and moderate assessments to ensure the consistency of their decision about student learning.

MYP Principles of Assessment

Assessment should allow students to:

- Have criteria that are known and understood in advance.
- Analyse their learning and understand what needs to be improved.
- Synthesize and apply their learning in addition to recalling facts.
- Highlight their strengths and demonstrate mastery.
- Learn in ways that the teacher did not foresee.
- Be reflective and partake in self and/or peer evaluation.
- Express different points of view and interpretations.
- Be encouraged to be responsible for their learning.
- Experience successful learning.
- Perform at a higher level when challenged.

Assessment should allow teachers to:

- Have criteria that are known and understood in advance.
- Analyse their teaching and identify areas that need to be altered.
- Highlight student ability and be able to differentiate teaching.
- Offer feedback to parents on their child's performance.

MYP Assessment Expectations

Students should:

- Have a clear idea of the knowledge and/or skills that are being assessed and the criteria against which they are being assessed.
- Be aware of the weighting of each assessment in the overall assessment scheme.
- Receive clear and timely feedback regarding assessment outcome.
- Be given advance warning of any assessment for which preparation is necessary and be clear about the date of the assessment.
- Be aware that failure to meet set deadlines could result in reduced effort and achievement grades.

Teachers should:

- Agree to deadlines considering the students' other workload and give adequate time for the completion of out-of-class assignments.

- Clearly define common assessment tasks within subjects for each grade level.
- Records student progress aligned with the philosophy of the MYP.
- Use student performance as a feedback mechanism to initiate development or changes in the curriculum and its delivery, providing opportunities for students to participate in, and reflect on, the assessment of their work.
- set a variety of assessment tools to assess student learning.

Continuous Assessment in MYP

- Continuous assessment is a classroom strategy implemented by teachers to ascertain the knowledge, understanding, and skills attained by students. Teachers administer assessments in a variety of ways over time to allow them to observe multiple tasks and to collect information about what students know, understand, and can do.
- These assessments are curriculum-based tasks previously taught in class. Continuous assessment occurs frequently during the school year and is part of regular teacher-student interactions. Students receive feedback from teachers based on their performance that allows them to focus on topics they have not yet mastered.
- Teachers learn which students need review and remediation and which students are ready to move on to more complex work. Thus, the results of the assessments help to ensure that all students make learning progress throughout the school cycle thereby increasing their academic achievement.

The Benefits of Continuous Assessment.

The continuous assessment process is much more than an examination of student achievement. Continuous assessment is also a powerful diagnostic tool that enables students to understand the areas in which they are having difficulty and to concentrate their efforts in those areas.

Continuous assessment also allows teachers to monitor the impact of their lessons on student understanding. Teachers can modify their pedagogical strategies to include the construction of remediation activities for students who are not working at the expected grade level and the creation of enrichment activities for students who are working at or above the expected grade level. Hence, the continuous assessment process supports a cycle of self- evaluation and student specific activities by both students and teachers.

Frequent interactions between students and teachers means that teachers know the strengths and weaknesses of their learners. These exchanges foster a student-teacher relationship based on individual interactions. Students learn that the teacher values their achievements and that their assessment outcomes have an impact on the instruction that they receive. One-to-one communication between the teacher and the student can motivate students to continue attending school and to work hard to achieve higher levels of mastery.

In continuous assessment, teachers assess the curriculum as implemented in the classroom. It also allows teachers to evaluate the effectiveness of their teaching strategies relative to the curriculum, and to change those strategies as dictated by the needs of their students. In addition, continuous assessments provide information on achievement of levels of skills, understanding, and knowledge rather than achievement of certain marks or scores. Thus, continuous assessment enables students to monitor their achievement of grade level goals and to visualize their progress towards those goals before it is too late to achieve them.

Criterion-Based Assessment

Individual student work is not compared to other students' work, but it is compared to set standards (the assessment criteria). Each subject has four different criteria, published in the subject guides, each with different strands which are the conditions that must be met for an expected result. (A*ppendix 2).*

Teachers organize continuous assessment over the course of the program according to specified assessment criteria that correspond to the objectives of each subject group. Task specific rubrics are prepared by the teacher for each task in accordance with the criterion descriptors given in each subject area.

Internal Assessment

The IB gives objectives and assessment criteria for each subject area. Student achievement levels are based upon their meeting the criteria for that level. Staff training and internal moderation ensures staff apply the criteria correctly.

Subject assessment usually employs a variety of assessment tools, such as formal and informal oral work, written work such as objective tests, structured short answers, test, open book tests, stimulus/data response, essays, coursework and projects and practical work such as knowledge and use of apparatus identifying and solving problems, construction of a hypothesis, testing, evaluations and analysis.

All students in the IB MYP programme are assessed with final grades from 1-7, with 7 representing the highest grade. At the end of the school year each student will be awarded a final grade. The final grades are based on the combined grades accumulated throughout the year.
For the MYP a 'best fit' is given for every criterion per subject.

Reaching a Final Grade for an MYP Student

It is the teacher who, in the opinion of the IB, is best placed to judge which final level should be awarded to the student. In the MYP, assessment is based on criteria. Each subject has several different criteria that are used to evaluate the students' achievement in various aspects of the work. Sometimes all the criteria in the subject are applied to an assessment task or project, but more often, only one or two

criteria apply. Student work is evaluated by giving the task a level of achievement in one or more of the criteria.

MYP Level Descriptors

Each criterion has level descriptors that describe at each level of achievement what the student knows, understands or can do. The descriptors explain what the level stands for in terms of the student's learning and development.

MYP Grade Boundaries

Report grades use the MYP 1-7 scale, where 1 is the lowest and 7 is the highest. First, the levels the student has reached in each of the criteria are added together. Then, the MYP grade boundaries for that subject area applied to the total to determine the student's final 1-7 grade. The final MYP mark is calculated by adding the criteria marks and then using the IBO published MYP grade boundaries.

MYP Total (based upon levels awarded for Criteria A, B, C & D)	**MYP Grade**
1-5	1
6-9	2
10-14	3
15-18	4
19-23	5
24-27	6
28-32	7

*The MYP grade boundaries are the same for every subject, except for the grade boundaries for The Personal Project and IDU.

If the student achieved 18 out of a maximum possible of 32 when all the criteria are added together, he/she would receive an overall MYP grade of 4 for the subject.

The grade boundaries are the same for every MYP subject, however, the grade boundaries for the externally assessed eAssessments will vary slightly every year as these are determined at the Grade Award Level Meetings by IB Chief and Principal Examiners.

Final grades and the student's approaches to learning are used to determine the promotion of the student into the next year.

See Absences and Promotion Criteria section below for more information.

Submission of Assessment

If a student has not submitted their work for assessment after being reminded and given extra time, the student will be marked a 0 for the criterion being assessed.
Secondly, if a student has submitted work and is of poor quality, he/she can be marked a 0 for that criterion being assessed.

Non-applicable (NA) will be shown for this appropriate criterion and may lead to an incomplete (INC) final grade on the report. Students with an INC or NA on their final report will not automatically be promoted to the next year. Subject teachers will contact parents when work is missing via a notification on Managebac. However, it is ultimately the student's responsibility to hand in work independently.

The IB does not endorse averages or percentages for achieving the final criterion mark. Teachers can establish the single most appropriate level for each criterion. Where the original judgments for a criterion differ for specific units of work, the teacher must decide which level best represents the student's final standard of achievement.

The Personal Project

The Personal Project is an independent student project carried out with teacher supervision, reflecting students' ability to initiate, manage and direct their own inquiry. It is introduced to the students towards the end of MYP4 and completed in February of MYP5.

Students:

- decide what they want to learn about, identifying what they already know, and discovering what they will need to know to complete the project.
- create proposals or criteria for their project, planning their time and materials, and record the development of the project.
- make decisions, develop understandings and solve problems, communicating with their supervisor and others, and create a product or develop an outcome.
- evaluate the product/outcome and reflect on their project and their learning.

The project is internally assessed by the supervisor and then standardized with other MYP teachers after which the work is submitted to the IB for external moderation.

Reporting in the MYP

Students' progress will be formally reported on four times per year via Managebac, as follows:

- Mid November, students will receive a progress report with comments from subject teachers and progress indicators on each of their subjects.
- Early February, students will receive a report with grades on each of the 4 criteria and an overall MYP grade for each subject. This report will also include a comment from the Mentor Teacher, where student progress and their ATL skills will be referred to.
- Early April, students will receive a report which will include criteria grades and an overall MYP grade for each subject with a comment from each of their subject teachers.
- Finally, in July, students will receive a report to include final criteria grades and an overall MYP grade for each subject. This report will also include a comment from the Mentor Teacher, where student progress and their ATL skills will be referred to. In addition to this, MYP3 will receive feedback from their Community Project supervisor.

Absences & Promotion Criteria

Attendance in Secondary School is crucial to make progress. If a student has missed 10% or more of lessons without valid and documented reasons, they will not be promoted to the next year.

If a student is not promoted for a second time in consecutive school years, the school will work with families and external agencies to establish a course of action. At this stage it is not advisable to stay at Tesla Education due to psychological effects of repeating the year twice.

Parents will always be informed about students at risk, with the aim of collaborating to support their child's progress.

Regular testing is carried out through the course of the IB programmes, such as CAT and PASS, to collect data and monitor academic progress.

Promotion criteria for MYP 1-4

Successful completion of the MYP years 1-4 is defined by meeting the following criteria at the end of the final term of the academic year:

The Minimum score is calculated by adding the final grades for each of the subject groups. For subject groups where students take more than one course the highest final grade is used to calculate the minimum score. For example, if a student has a 6 for Visual Arts and a 5 for Music, then the 6 for Visual Arts will be counted for minimum score. See table below for the subject groups offered.

Subject Groups	**Courses offered at TESLA EDUCATION (MYP1-3)**
1. Language & Literature	• Vietnamese

2. Language Acquisition	• English
3. Individuals & Society	• Integrated Humanities
4. Science	• Science
5. Performing Arts	• Visual arts • Music
6. Mathematics	• Mathematics
7. Design	• Design
8. Physical Health Education	• Physical Health Education

1. Minimum overall score of 32.
2. A maximum of 2 Final Grades below 4 out of 7.
3. All Final grades above 2 out of 7.
4. Successful completion of Service and Action.

Promotion Criteria from MYP5 to DP1

Subject Placement in the DP:
Placement in DP subjects is informed by final MYP5 achievement levels and teacher recommendations. Students seeking Higher Level (HL) subjects are encouraged to have a strong foundation (typically a Level 5 or above). For Mathematics and Science HL, a minimum Level 6 is recommended. Where criteria are not met, the DP Coordinator may consult with teachers and leadership to explore support structures, conditional placement, or bridging options to ensure student success.

To successfully complete MYP Year 5 and be considered for promotion to the Diploma Programme (DP) at Tesla Education, a student must meet the following criteria:

- Achieve a minimum total of 32 points across 7 subject groups plus the Personal Project.
- No more than two final grades below 4 (out of 7).
- Attain at least a level 3 on the MYP Personal Project.
- Successfully complete Service and Action requirements.

Students who meet these requirements will receive a School Certificate and Record of Achievement from the IB. However, successful MYP completion does not guarantee automatic placement in all DP subjects, particularly Higher Level (HL) courses.

Placement in Diploma Programme Subjects

Subject placement in the DP is based on final MYP5 achievement levels.

- For HL subject selection, students must have an overall average of level 5 or above.
- For Mathematics and Science HL, a minimum final grade of 6 is required.
- Students not meeting these thresholds may request consideration by the DP Coordinator, who will consult subject teachers and leadership.

Promotion from DP1 to DP2

Assessment and Monitoring of Core Components:
Students in the DP are supported through structured guidance for the Extended Essay (EE), Theory of Knowledge (TOK), and Creativity, Activity, Service (CAS). Progress is monitored through reflection sessions, proposal reviews, and supervisor check-ins. Interim deadlines and feedback opportunities ensure that students stay on track. Completion of these components is required for award of the IB Diploma.
Predicted Grades in the DP:
Teachers issue predicted grades based on performance in assessments, coursework, and classroom engagement. These grades are submitted to the IB and may be used for university applications. Predicted grades are reviewed with students and parents, with clear communication of progress and areas for improvement.
Internal Assessment in the DP:
The Diploma Programme (DP) includes subject-specific Internal Assessments (IAs), which are marked by teachers and externally moderated by the IB. These assessments vary by subject and may include lab reports, oral activities, essays, or investigations. Teachers follow subject-specific criteria and ensure students meet academic honesty expectations. The IA contributes to the final IB grade and is supported by interim deadlines and scaffolded instruction.

To be promoted from DP Year 1 (DP1) to DP Year 2 (DP2), students must:

- Maintain a minimum of 90% attendance.
- Complete all required assessments in each of the six subjects and the core components (CAS, TOK, EE).
- Show satisfactory progress in subject coursework and Approaches to Learning (ATL) skills.
- Receive predicted grades that indicate the potential to successfully complete the DP.
- Promotion decisions are based on teacher professional judgment, assessment performance, ATL feedback, and student progress reviews.

Award of the IB Diploma

To receive the IB Diploma at the end of DP2, students must fulfill the following official IB criteria:

- Complete 6 subjects plus TOK, CAS, and EE.
- Accumulate at least 24 points in total.
- Meet CAS requirements.
- No grade 1 in any subject.
- No more than: two grade 2s or three grades of 3 or below.
- Earn at least: 12 points in HL subjects (top 3 if 4 HLs are taken); 9 points in SL subjects (if 2 SLs, minimum 5 points total).
- Not receive an “N” or grade “E” in both TOK and EE.
- Not be penalized for academic misconduct.

The combination of grades in EE and TOK can contribute up to 3 additional points toward the final diploma total. A failing condition in either result in disqualification for the Diploma.

Inclusive Assessment Arrangements

Tesla Education follows IB policy for supporting students with individual learning needs. Inclusive access arrangements may include extra time, reader or scribe support, or modified formats. Eligibility requires documented evidence and approval by the DP Coordinator and IB.

Reporting and Progress Monitoring

Students’ progress is monitored and reported on four times per academic year using Managebac. These reports include:

- Predicted grades (1–7)
- ATL skill evaluation
- Mentor and teacher feedback

Students engage in goal setting and reflection through scheduled one-on-one sessions with subject teachers and mentors.

Final Notes

This policy aligns with the IBO Diploma Programme Assessment Procedures, Tesla’s Internal Promotion Guidelines, and related policies including Language, Inclusion, and Assessment.

Further References

This policy is to be read in conjunction with following policy documents

- Language policy
- Inclusion policy
- Promotion Criteria
- Tesla Education standard terms and conditions

MONITORING AND REVIEW

To ensure our assessment and promotion practices remain relevant, equitable, and aligned with IB philosophy, Tesla Education undertakes regular review and refinement of this policy.
Programme Coordinators (PYP, MYP, and DP), in collaboration with the Assessment Coordinator and teaching staff, will monitor the implementation of assessment practices throughout the academic year. Reflection occurs during faculty planning meetings, subject group meetings, and student progress reviews. Student achievement data, teacher feedback, and observations of instructional alignment are used to inform adjustments.

Annual evaluations will identify trends, address inconsistencies, and ensure that assessment approaches continue to promote student growth across the continuum. Parent feedback and student voice will also be considered in the review process.
This policy will be reviewed every two years, in consultation with staff, students, and community stakeholders, and updated as needed to reflect changing programme requirements, IB updates, and local regulatory guidance.

Version & Date	**Policy Number and Title**	**Policy Owner and Edited By**	**Next Review**
Version 1. March 2025 Version 2 Aug 2025	Policy Number TE. 23, Assessment and Promotion Policy	Head of School, Secondary Coordinator,	March 2027 Aug 2027

(This Policy was developed with the assistance of ChatGPT 3.5 technology).

Appendix 1: Overview of Primary Assessment Tools

Progress Test in Maths (PTM)

The Progress Test in Maths (PTM) assesses key mathematical skills and knowledge. It assesses key aspects of Maths appropriate to the age of the students, including:

- **Number**
- **Shape**
- **Data handling**
- **Algebra**
- **Mathematical reasoning**
- **Problem solving**

Reflecting current approaches to the assessment of Mathematics it provides valuable insights into a student's progress and areas needing improvement.

Progress Test in English (PTE)

The Progress Test in English (PTE) evaluates students' proficiency in English, covering areas such as:

- **Reading comprehension**
- **Grammar**
- **Vocabulary**
- **Spelling**

PTE helps in identifying students' strengths and weaknesses in English, guiding teachers in planning effective interventions and support.

PM Benchmarks

PM Benchmarks are literacy assessment tools used to determine students' reading levels. They involve:

- **Reading records**
- **Retelling indicators**
- **Comprehension questions**

These assessments help teachers understand students' reading strategies and behaviours, allowing for tailored instruction to improve literacy skills reading levels through reading records, retelling indicators, and comprehension questions.

Spelling Assessment

Spelling assessments evaluate students' spelling abilities, ensuring they are progressing in their understanding and use of correct spelling.

Phonics

Phonics assessments measure students' phonological awareness and ability to decode words, which is crucial for reading development.

Unit Summative Assessment Rubrics

These rubrics are used to evaluate students' understanding and mastery of the content taught in each unit.

Moderated Pieces of Writing

Moderated writing assessments involve evaluating students' writing samples to ensure consistency and accuracy in assessment.

Assessment against the ATL (Approaches to Learning)

ATL assessments evaluate students' skills in areas such as communication, social skills, self-management, research, and thinking, which are essential for their overall development.

These assessments are integral to the IB philosophy, which emphasizes continuous and varied assessment

Appendix 2: MYP Secondary Subject Specific Criteria

Language Acquisition (English, Vietnamese)

Criterion A: Comprehending Spoken and Visual Text: Comprehending spoken and visual text encompasses aspects of listening and viewing and involves the student in interpreting and constructing meaning from spoken and visual text to understand how images presented with oral text interplay to convey ideas, values and attitudes.

Criterion B: Comprehending written and visual text; Comprehending written and visual text encompasses aspects of reading and viewing and involves the student in constructing meaning and interpreting written and visual text to understand how images presented with written text interplay to convey ideas, values and attitudes.

Criterion C: Communicating in response to spoken, written and visual text: Students will have opportunities to develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, and responding to spoken, written and visual text in the target language.

Criterion D: Using language in spoken and written form: This objective relates to the correct and appropriate use of the spoken and written target language. It involves recognizing and using language suitable to the audience and purpose with an understanding structure, strategies (spelling, grammar, plot, character, punctuation, voice) and techniques with increasing skill and effectiveness.

Language Acquisition Phases

The following table, adapted from the IB's MYP: From Principles into Practice (2022) *, outlines the six phases of language acquisition. These phases guide placement, instruction, and assessment, ensuring students are supported according to their language proficiency.

Proficiency Level	MYP Phases	Description
Emergent	Phases 1–2	Students are beginning to understand and use the language. They rely heavily on visual cues and familiar contexts. Tasks are scaffolded and focus on basic communication.
Capable	Phases 3–4	Students can understand and produce more complex language. They can engage in conversations and write with some fluency. Tasks involve more abstract thinking and less scaffolding.

Proficient	Phases 5–6	Students demonstrate a high level of fluency and accuracy. They can analyse and evaluate language and content. Tasks are cognitively demanding and require independent language use.

Phase Placement and Progression

Students are placed into phases based on diagnostic assessments, prior learning, and teacher observations. Placement is flexible and reviewed regularly to ensure students are appropriately challenged and supported. Movement between phases is based on demonstrated language proficiency, not age or grade level.

Assessment Differentiation

While the assessment criteria (A–D) remain consistent across all phases, the **expectations and task complexity differ**. Teachers adapt tasks and rubrics to align with the student's phase, ensuring fair and meaningful assessment.

- **Criterion A**: Comprehending spoken and visual text
- **Criterion B**: Comprehending written and visual text
- **Criterion C**: Communicating in response to spoken, written and visual text
- **Criterion D**: Using language in spoken and written form

These criteria are applied with phase-appropriate expectations to ensure students are assessed fairly and accurately according to their language development.

Language and Literature (Vietnamese and English)

Criterion A: Analysing: Through the study of language and literature students are enabled to deconstruct texts to identify their essential elements and their meaning and engage with texts requires students to think critically and show awareness of, and an ability to reflect on, different perspectives through their interpretations of the text.

Criterion B: Organizing: Students should understand and be able to organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication, whilst maintaining academic honesty.

Criterion C: Producing Text: Students will produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience.

Criterion D: Using Language: Students have opportunities to develop, organize and express themselves and communicate thoughts, ideas and information, requiring accurate and varied language in written, oral and visual text.

Individuals and Societies (Integrated Humanities)

Criterion A: Knowing and Understanding: Students develop factual and conceptual knowledge about individuals and societies.

Criterion B: Investigating: Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.

Criterion C: Communicating: Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats.

Criterion D: Thinking Critically: Students use critical thinking skills to develop and apply their understanding of individuals and societies and the process of investigation.

Sciences (Integrated Sciences, Biology, Chemistry, and Physics)

Criterion A: Knowing and understanding: Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments.

Criterion B: Inquiring and designing: Intellectual and practical skills are developed through designing, analysing and performing scientific investigations. Although the scientific method involves a wide variety of approaches, the MYP emphasizes experimental work and scientific inquiry.

Criterion C: Processing and evaluating: Students collect, process and interpret qualitative and/or quantitative data, and explain conclusions that have been appropriately reached. MYP sciences help students to develop analytical thinking skills, which they can use to evaluate the method and discuss possible improvements or extensions.

Criterion D: Reflecting on the impacts of science: Students gain global understanding of science by evaluating the implications of scientific developments and their applications to a specific problem or issue. Varied scientific language will be applied to demonstrate understanding. Students are expected to become aware of the importance of documenting the work of others when communicating in science.

Mathematics

Criteria A: Knowing and Understanding: Knowledge and understanding are fundamental to studying mathematics and form the base from which to explore concepts and develop skills. This objective assesses the extent to which students can select and apply mathematics to solve problems in both familiar and unfamiliar situations in a variety of con texts.

Criterion B: Investigating Patterns: Investigating patterns allows students to experience the excitement and satisfaction of mathematical dis cover. Working through investigations encourages students to become risk-takers, inquirers and critical thinkers. The ability to inquire is invaluable in the MYP and contributes to lifelong learning.

Criterion C: Communicating: Mathematics provides a powerful and universal language. Students are expected to use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing.

Criterion D: Applying Mathematics in real life context: MYP mathematics encourages students to see mathematics as a tool for solving problems in an authentic real-life context. Students are expected to transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.

Arts (Visual Arts, Music and Drama)

Criterion A: Knowing and Understanding: The students discover the aesthetics of art forms and can analyse and communicate in specialized language. Using explicit and tacit knowledge alongside an understanding of the role of the arts in a global context, students inform their work and artistic perspectives.

Criterion B: Developing skills: The acquisition and development of skills provide the opportunity for active participation in the art form and in the process of creating art. Skill application allows students to develop their artistic ideas to a point of realization. Skills are evident in both process and product.

Criterion C: Thinking creatively: The arts motivate students to develop curiosity and purposefully explore and challenge boundaries. Thinking creatively encourages students to explore the unfamiliar and experiment in innovative ways to develop their artistic intentions, their processes and their work.

Criterion D: Responding: Students should have the opportunity to respond to their world, to their own art and to the art of others. A response can come in many forms; creating art as a response encourages students to make connections and transfer their learning to new settings.

Physical and Health Education

Criterion A: Knowledge Students develop knowledge and understanding about health and physical activity to identify and solve problems.

Criterion B: Planning a Performance: Students through inquiry design, analyse, evaluate and perform a plan to improve performance in physical and health education.

Criterion C: Applying and performing: Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.

Criteria D: Reflecting and improving performance: Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others.

Design

Criterion A: Inquiring and analysing: Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem.

Criterion B: Developing Ideas: Students write a detailed specification, which drives the development of a solution. They present the solution.

Criterion C: Creating the solution: Students plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation.

Criterion D: Evaluating
Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience.

Interdisciplinary Unit

Criterion A: Evaluating: Students analyse disciplinary knowledge and evaluate interdisciplinary perspectives.

Criterion B: Synthesizing: Students create a product that communicates purposeful interdisciplinary understanding and justify how their product communicates interdisciplinary understanding.

Criterion C: Reflecting: Students discuss the development of their own interdisciplinary learning and discuss how new interdisciplinary understanding enables action.

Personal Project- only applicable to students in MYP 5

Criterion A: Planning: Students state a learning goal for the project and explain how a personal interest led to that goal. Students state an intended product and develop appropriate success criteria for the product.

Finally, they present a clear, detailed plan for achieving the product and its associated success criteria.
Criterion B: Applying Skills: Students explain how the ATL skill(s) was/were applied to help achieve their learning goal and explain how the ATL skill(s) was/were applied to help achieve their product.

Criterion C: Reflecting: Students explain the impact of the project on themselves or their learning and evaluate the product based on the success criteria.