

ASSESSMENT POLICY
Múltiplo International School
International Baccalaureate Diploma Programme

1. Purpose

The purpose of this Assessment Policy is to establish a coherent framework that guides assessment practices at Múltiplo International School while ensuring alignment with the school's mission, the principles of the International Baccalaureate (IB), the Brazilian National Common Curricular Base (BNCC), and applicable Brazilian educational legislation.

This policy communicates the philosophy, principles, procedures, and responsibilities that govern assessment across the school and promotes a shared understanding among students, families, teachers, and school leadership regarding the role of assessment in supporting learning and academic achievement.

Assessment at Múltiplo International School serves not only to measure learning but also to promote reflection, inform teaching, encourage student agency, identify learning needs, and support continuous academic and personal growth.

This policy should be read in conjunction with the school's Academic Integrity Policy, Language Policy, Inclusion Policy, Admissions Policy, Political-Pedagogical Project (PPP), and School Regulations (Regimento Escolar), which together provide a coherent framework for teaching, learning, assessment, and student well-being.

2. Assessment Philosophy

Assessment is an integral part of the teaching and learning process. At Múltiplo International School, it is understood as an ongoing process of gathering, analyzing, interpreting, and using evidence of learning to improve student achievement and inform instructional decisions.

Rather than being viewed solely as a means of assigning grades, assessment is regarded as a powerful tool for promoting inquiry, reflection, self-awareness, and continuous improvement. Effective assessment enables students to recognize their strengths, identify areas for growth, set meaningful learning goals, and develop increasing ownership of their educational journey.

Grounded in the school's mission of educating active members of the community who demonstrate positive and thoughtful behavior, academic excellence, and fluency in English, assessment practices reflect the school's core values of autonomy, responsibility, empathy, respect for individuality, creativity, and solidarity.

The school also embraces the philosophy of the International Baccalaureate, recognizing that meaningful assessment supports the development of knowledgeable, reflective, principled, balanced, and internationally minded learners. Assessment therefore emphasizes conceptual understanding, authentic application of knowledge, critical thinking, collaboration, and effective communication rather than memorization alone.

Consistent with the Montessori philosophy that underpins the school's educational approach, assessment values the learning process as much as the final product. Students are encouraged to reflect upon their progress, learn from mistakes, seek feedback, and continuously improve their understanding through meaningful learning experiences.

Assessment is therefore viewed as:

- Assessment for Learning, providing continuous feedback that informs teaching and supports student growth;
- Assessment as Learning, encouraging students to reflect upon their own learning, set goals, and develop self-regulation; and
- Assessment of Learning, evaluating students' achievement against clearly defined learning objectives and assessment criteria.

Through these complementary purposes, assessment becomes a central component of a culture of learning that values curiosity, integrity, resilience, and lifelong learning.

3. Principles of Assessment

Assessment practices at Múltiplo International School are guided by the following principles:

- Validity: Assessment tasks measure the intended learning objectives and provide meaningful evidence of student understanding and achievement.

- Reliability: Assessment practices are designed and implemented consistently to ensure that judgments about student learning are fair, accurate, and dependable.
- Criterion-referenced assessment: Student achievement is evaluated against clearly defined learning objectives and assessment criteria rather than through comparison with the performance of other students.
- Transparency: Learning objectives, assessment criteria, expectations, and feedback are communicated clearly to students and families before assessment tasks are undertaken.
- Authenticity: Assessment encourages students to demonstrate genuine understanding through meaningful, relevant, and authentic learning experiences while adhering to the principles outlined in the school's Academic Integrity Policy.
- Inclusion and equity: Assessment practices recognize the diversity of learners and provide equitable opportunities for all students to demonstrate their learning. Reasonable accommodations and differentiated assessment strategies are implemented in accordance with the school's Inclusion Policy while maintaining academic standards.
- Continuous feedback: Constructive feedback is an essential component of assessment. Teachers provide timely, specific, and actionable feedback that supports improvement, encourages reflection, and guides future learning.
- Student agency: Students are active participants in the assessment process. They are encouraged to engage in self-assessment, peer assessment, goal setting, and reflection in order to become increasingly independent and responsible learners.
- Continuous improvement: Assessment information is used not only to evaluate student achievement but also to improve teaching practices, curriculum planning, intervention strategies, and school-wide decision-making.

4. Assessment Framework at Múltiplo International School

Múltiplo International School offers an integrated educational programme that combines the requirements of the Brazilian National Curriculum with the International Baccalaureate Diploma Programme.

Consequently, assessment practices are organized within two complementary frameworks that operate simultaneously while serving different educational purposes.

The Brazilian National Curriculum (BNCC) follows the requirements established by Brazilian educational legislation and the school's Political-Pedagogical Project (PPP). Student achievement is reported using the school's grading scale (0–10) and includes assessment instruments designed to monitor academic progress throughout the school year.

The IB Diploma Programme follows the assessment philosophy, regulations, and procedures established by the International Baccalaureate Organization. Student achievement is assessed using official IB assessment criteria and reported on the IB 1–7 grading scale. For the purposes of Brazilian academic records and official reporting requirements, IB grades are converted to the school's 0–10 grading scale using an internal equivalency table approved by the school. This conversion is used exclusively for national reporting purposes and does not alter or replace official IB grades awarded by the International Baccalaureate.

Although these two frameworks employ different assessment models, both are guided by the same educational philosophy and share a commitment to promoting deep understanding, critical thinking, authentic learning, ethical academic practices, and continuous student development.

Throughout both programmes, assessment data is used not only to determine student achievement but also to:

- monitor student progress;
- identify learning strengths and areas requiring additional support;
- inform instructional planning;
- guide differentiation strategies;
- support collaborative planning among teachers;
- inform tutoring and Student Advisor meetings;
- strengthen communication with families; and
- promote continuous improvement of teaching and learning across the school.

Assessment therefore functions as a shared responsibility among students, teachers, school leadership, and families, contributing to a culture of reflection, evidence-informed practice, and lifelong learning.

CHAPTER I

Assessment in the Brazilian National Curriculum

5. Purpose of Assessment

Within the Brazilian National Curriculum, assessment is understood as a continuous, systematic, and formative process that supports student learning throughout the academic year. Consistent with the principles established in the school's Political-Pedagogical Project (PPP), assessment serves multiple purposes: monitoring student progress, providing meaningful feedback, guiding instructional decisions, identifying learning needs, and documenting academic achievement.

Assessment is not limited to the measurement of content acquisition. Rather, it values the progressive development of knowledge, skills, attitudes, and competencies established by the BNCC while encouraging students to become reflective, autonomous, and responsible learners.

Teachers employ a variety of assessment strategies to gather evidence of learning in authentic and meaningful contexts. These strategies recognize that students demonstrate understanding in different ways and that learning is best supported through multiple opportunities to apply knowledge, reflect upon progress, and improve performance.

6. Assessment Instruments

Student achievement within the Brazilian curriculum is evaluated through a balanced combination of formative and summative assessment instruments. These instruments are designed to measure both the learning process and the demonstration of acquired knowledge while encouraging student engagement and responsibility.

6.1 Integrated Process (PI)

The Integrated Process (PI) consists of projects, investigations, interdisciplinary activities, presentations, research assignments, practical applications, collaborative learning experiences, and other authentic assessment opportunities developed throughout each semester.

The PI emphasizes the application of knowledge, critical thinking, creativity, communication, collaboration, and problem-solving rather than the simple reproduction of information. Students are encouraged to demonstrate conceptual understanding by applying their learning to real-world contexts and meaningful situations.

Teachers may use a variety of assessment methods within the Integrated Process, including:

- research projects;
- laboratory investigations;
- oral presentations;
- debates;
- portfolios;
- essays;
- case studies;
- practical activities;
- interdisciplinary projects;
- multimedia productions;
- collaborative learning experiences.

Because the PI values the learning process, students receive formative feedback throughout its development, allowing opportunities for reflection, revision, and improvement whenever appropriate.

6.2 Summative Assessments (AV)

Summative Assessments (AV) are designed to evaluate the extent to which students have achieved the intended learning objectives at the conclusion of a unit or instructional sequence.

These assessments are written examinations or other structured assessment tasks that require students to demonstrate their understanding independently.

Whenever possible, teachers design summative assessments that require students to analyze, evaluate, justify, synthesize, and apply knowledge rather than relying solely on memorization. Assessment tasks are therefore aligned with progressively complex cognitive processes and encourage students to demonstrate higher-order thinking skills.

Teachers communicate assessment objectives, success criteria, and expectations clearly before each assessment.

6.3 Quality of Presence (ATT)

The Quality of Presence (ATT) component recognizes that meaningful learning extends beyond academic achievement and includes the attitudes, dispositions, and behaviors that enable students to contribute positively to their own learning and to the school community.

ATT reflects the school's belief that academic success is built upon consistent responsibility, engagement, and respect across all learning environments. Rather than evaluating isolated behaviors or participation in individual classes, this component provides a holistic view of each student's approach to learning throughout the semester.

All teachers contribute to the ATT evaluation. At the end of each grading period, every subject teacher assigns an ATT grade based on the student's performance in that particular class. The student's final ATT grade is calculated as the average of all ATT grades awarded across subjects. This process reinforces the expectation that students demonstrate consistent attitudes toward learning in every learning environment, rather than only in the subjects they enjoy or find most successful.

The ATT grade is based on three fundamental pillars:

Responsibility for One's Own Learning

Students are expected to take ownership of their learning by:

- attending classes punctually and prepared to learn;
- completing assigned work and meeting deadlines;
- participating actively and meaningfully in learning activities;
- seeking support when necessary;
- demonstrating perseverance and commitment to continuous improvement.

Responsibility for the Learning Environment

Students contribute to a positive learning environment by:

- respecting shared spaces, resources, and school property;
- helping maintain an organized, safe, and productive classroom environment;

- using school materials and digital resources responsibly;
- contributing positively to collaborative learning experiences.

Responsibility Toward Others

- Students strengthen the learning community by:
- demonstrating respect, empathy, and kindness toward peers and adults;
- listening actively to others' perspectives;
- collaborating constructively during group activities;
- communicating respectfully and appropriately;
- contributing to an inclusive, welcoming, and supportive classroom culture.

Teachers document observations throughout the semester and use professional judgment to assign ATT grades based on consistent patterns rather than isolated incidents.

Students receive regular feedback regarding these learning dispositions through classroom interactions, tutoring sessions, and individual conversations, encouraging reflection, personal responsibility, and continuous growth.

By incorporating evaluations from all teachers, the ATT component reinforces the school's expectation that responsibility, respect, and engagement are not subject-specific behaviors but essential characteristics of every learner throughout the school day.

7. Assessment Schedule

Assessment within the Brazilian National Curriculum is organized to provide students with multiple and varied opportunities to demonstrate their learning throughout the academic year.

In High School, the school adopts a structured assessment calendar that combines continuous assessment with two examination periods each semester. This organization promotes consistency across subject areas, supports students in planning their studies, and ensures a balanced distribution of assessment tasks.

Each semester includes:

- Continuous assessment, through the Integrated Process (PI), Quality of Presence (ATT), classroom activities, projects, practical work, and other formative assessment opportunities developed throughout the term; and
- Two examination weeks, consisting of:
 - a Midterm Examination Week, scheduled approximately halfway through the semester; and
 - a Final Examination Week, scheduled at the conclusion of the semester.

During these examination periods, students complete summative assessments (AV) according to a centralized examination schedule developed by the High School Coordination Team. The examination calendar is published in advance to allow students and families to organize their study routines and manage their workload effectively.

Teachers collaborate in the planning of the assessment calendar to ensure an appropriate distribution of assessments, minimizing unnecessary concentration of demands whenever possible while maintaining the academic rigor expected at the secondary level.

Although examination weeks represent important summative assessment opportunities, they constitute only one component of the overall assessment process. Final semester grades reflect multiple sources of evidence collected throughout the semester, including authentic learning experiences, projects, classroom participation, continuous formative assessment, and students' demonstrated growth over time.

The school recognizes that meaningful assessment extends beyond performance in formal examinations. Consequently, assessment practices are designed to encourage continuous engagement with learning rather than preparation exclusively for examination periods.

7.1 Communication of the Assessment Calendar

At the beginning of each semester, students and families receive the official assessment calendar through the school's communication channels, including the Parent Portal, Intranet, and official email communications. Any necessary adjustments are communicated promptly to ensure that students have adequate time to prepare for scheduled assessments.

8. Reporting Student Achievement

Student achievement within the Brazilian curriculum is reported using the school's official grading scale from 0.0 to 10.0, in accordance with Brazilian educational regulations.

Semester grades are calculated using the weighting established by the school for each assessment component.

Student progress is communicated regularly through:

- the school's digital platform and intranet;
- official report cards;
- parent-teacher conferences;
- individual meetings, when appropriate;
- written feedback provided throughout the semester.

Reporting emphasizes not only numerical achievement but also student growth, strengths, and areas for further development.

9. Academic Support and Intervention

Múltiplo International School believes that assessment should promote learning rather than merely measure achievement. Assessment data is therefore used to identify learning needs, provide timely intervention, and ensure that students receive appropriate academic support throughout the school year.

Academic support is offered through two complementary structures: Weekly Support Sessions and the Semester Recovery Programme.

9.1 Weekly Support Sessions

Weekly Support Sessions are offered throughout the academic year as opportunities for students to clarify concepts, review previously taught content, and strengthen their understanding of current learning objectives.

These sessions take place outside regular class hours and are led by designated support teachers or staff. Students may attend voluntarily whenever they wish to:

- review challenging concepts;

- receive additional explanations;
- ask questions about classroom learning;
- prepare for upcoming assessments;
- consolidate recently acquired knowledge.

Teachers may also recommend that individual students attend Support Sessions whenever additional academic support would be beneficial.

The purpose of these sessions is preventive rather than remedial, promoting continuous learning before significant learning gaps develop.

9.2 Semester Recovery Programme

At the conclusion of each semester, students whose semester average is below 6.0 are required to participate in the Semester Recovery Programme.

The programme is designed to provide students with structured opportunities to revisit essential learning objectives and demonstrate improved understanding of the curriculum. Participation in the programme reflects the school's commitment to ensuring that all students receive meaningful opportunities to consolidate learning before progressing to subsequent units of study.

The Semester Recovery Programme includes:

- review lessons covering the essential concepts and skills addressed during the semester;
- guided practice and teacher support;
- opportunities to clarify misconceptions;
- preparation for recovery assessments.

Following participation in the recovery lessons, students complete new summative assessments covering the semester's learning objectives.

If a student's performance on the recovery assessment exceeds the corresponding original assessment grade, the higher grade replaces the previous one for the purpose of calculating the semester average, in accordance with the procedures established by the School Regulations (Regimento Escolar).

This process recognizes that learning is continuous and that students should be able to demonstrate improved understanding after receiving additional instruction and support.

9.3 Principles of Academic Support

Academic intervention at Múltiplo International School is guided by the following principles:

- support is provided as early as possible whenever learning needs are identified;
- intervention focuses on improving learning rather than simply increasing grades;
- students are expected to take an active role in seeking support and engaging with the intervention process;
- teachers use assessment evidence to plan targeted instructional support;
- families are informed whenever significant academic intervention is recommended.

Through these structures, the school seeks to foster resilience, perseverance, responsibility, and continuous improvement while maintaining high academic expectations for all learners.

10. Replacement Assessments

Students who are unable to participate in a scheduled summative assessment due to justified absence may request a replacement assessment in accordance with the procedures established in the School Regulations.

Requests must be submitted within the established deadlines and accompanied by appropriate supporting documentation whenever required.

Replacement assessments evaluate the same learning objectives as the original assessment while maintaining equivalent levels of rigor and academic expectations.

11. Promotion, Retention, and Final Assessment

Student promotion within the Brazilian curriculum follows the requirements established by Brazilian educational legislation, the school's Political-Pedagogical Project (PPP), and the School Regulations (Regimento Escolar).

Promotion decisions are based upon multiple sources of evidence collected throughout the academic year rather than upon a single assessment.

Students who do not achieve the minimum academic requirements established by the school may participate in additional recovery opportunities and, when applicable, final examinations, as described in the School Regulations.

Final promotion decisions consider:

- demonstrated mastery of the curriculum;
- semester and annual achievement;
- participation in recovery opportunities;
- evidence of academic progress throughout the year;
- attendance requirements established by Brazilian educational legislation.

The school recognizes that promotion decisions should balance high academic expectations with a commitment to supporting every student's continued learning and development.

CHAPTER II

Assessment in the IB Diploma Programme

12. Assessment in the IB Diploma Programme

The assessment practices of the International Baccalaureate Diploma Programme at Múltiplo International School are guided by the philosophy, principles, and regulations established by the International Baccalaureate Organization (IB). Assessment is designed not merely to measure student achievement, but to support learning, foster reflection, encourage intellectual risk-taking, and develop internationally minded, lifelong learners.

Consistent with the IB philosophy, assessment is viewed as an integral component of teaching and learning rather than a separate or final stage of instruction. It provides meaningful evidence of student understanding, informs instructional planning,

supports student growth, and promotes increasing independence and responsibility throughout the learning process.

The Diploma Programme emphasizes the development of conceptual understanding, critical thinking, effective communication, intercultural awareness, ethical decision-making, and the application of knowledge in authentic contexts. Consequently, assessment tasks are designed to evaluate not only what students know, but also how effectively they can analyze, evaluate, create, investigate, communicate, and apply their learning.

Assessment within the Diploma Programme is criterion-related. Student work is evaluated against clearly defined assessment objectives and published assessment criteria established by the IB for each subject and core component. Students are therefore assessed according to the quality of their work rather than in comparison with the performance of their peers.

Teachers explicitly communicate assessment objectives, success criteria, and expectations before assessment tasks are undertaken. Throughout the programme, students receive regular opportunities to engage with assessment criteria, reflect upon teacher feedback, monitor their own progress, and identify strategies for continued improvement.

Assessment also serves as an essential source of evidence for collaborative planning, curriculum review, differentiation, and student support. Teachers regularly analyze assessment data to identify strengths, learning gaps, and opportunities to refine instruction, ensuring that assessment contributes directly to improving teaching and learning across the programme.

13. Principles of Assessment in the Diploma Programme

Assessment within the Diploma Programme at Múltiplo International School is guided by the following principles.

- Criterion-Related Assessment: Students are assessed against published IB assessment objectives and criteria that describe increasing levels of achievement. Grades reflect the quality of student performance in relation to these criteria and are never determined by comparison with other students or predetermined grade distributions.

- Authentic Assessment: Assessment tasks are designed to provide students with meaningful opportunities to demonstrate conceptual understanding, inquiry skills, critical thinking, creativity, communication, and the application of knowledge in authentic contexts. Where appropriate, students engage in investigations, oral presentations, research, collaborative learning experiences, laboratory work, and extended writing, reflecting the diverse nature of learning within the Diploma Programme.
- Continuous Learning: Assessment is understood as an ongoing process rather than a series of isolated events. Formative assessment, teacher feedback, self-assessment, and peer assessment provide continuous opportunities for students to improve their understanding before completing summative assessment tasks. Students are encouraged to view mistakes as opportunities for learning and to use feedback constructively in order to strengthen future performance.
- Transparency: Students receive clear information regarding:
 - learning objectives;
 - assessment criteria;
 - assessment components;
 - assessment deadlines;
 - academic integrity expectations;
 - success indicators.

Teachers discuss assessment expectations explicitly and provide opportunities for students to become familiar with IB assessment criteria throughout the programme.

- Fairness and Inclusion: Assessment practices provide equitable opportunities for students to demonstrate learning while maintaining the integrity and rigor of the Diploma Programme. Where appropriate, inclusive assessment arrangements are implemented in accordance with the school's Inclusion Policy and current IB regulations regarding inclusive assessment access arrangements.
- Academic Integrity: All assessment practices are conducted in accordance with the school's Academic Integrity Policy and current IB regulations. Students are expected to submit authentic work, acknowledge all sources appropriately, and use artificial intelligence and digital technologies responsibly and ethically.
- Reflection and Student Agency: Students are encouraged to participate actively in the assessment process through:
 - self-assessment;

- peer feedback;
- reflection on teacher feedback;
- goal setting;
- monitoring their academic progress.

These practices support the development of independent learners who assume increasing responsibility for their own learning.

14. Types of Assessment

Assessment within the Diploma Programme includes a balanced combination of formative and summative assessment practices that support learning throughout the two-year programme.

14.1 Diagnostic Assessment

Diagnostic assessment is used at the beginning of units or courses to identify students' prior knowledge, misconceptions, language needs, and readiness for new learning. Information gathered through diagnostic assessment enables teachers to differentiate instruction and provide appropriate academic support from the outset of the learning process.

14.2 Formative Assessment

Formative assessment is integrated into daily teaching and learning. It provides ongoing feedback that enables both teachers and students to monitor progress, identify learning needs, and adjust instructional strategies.

Examples of formative assessment include:

- classroom discussions;
- quizzes;
- drafts;
- practice essays;
- laboratory activities;
- oral presentations;
- research planning;
- reflections;
- conferences with teachers;
- peer review;
- self-assessment.

Formative assessment may or may not contribute to school grades, but its primary purpose is to improve learning rather than evaluate final achievement.

14.3 Summative Assessment

Summative assessment evaluates students' achievement at the conclusion of a learning sequence or significant unit of study.

Assessment tasks are carefully designed to align with IB assessment objectives and criteria and may include written examinations, oral assessments, investigations, essays, laboratory work, projects, portfolios, or other authentic assessment formats appropriate to each subject.

Summative assessment contributes to students' reported achievement and provides important evidence of readiness for the externally assessed components of the Diploma Programme.

14.4 Self-Assessment and Peer Assessment

Students are encouraged to engage regularly in self-assessment and peer assessment as part of the learning process.

These practices promote reflection, strengthen students' understanding of assessment criteria, encourage constructive feedback, and support the development of metacognitive skills that are essential for success in the Diploma Programme and beyond.

15. Internal and External Assessment

Assessment in the Diploma Programme combines school-based assessment with externally assessed components, providing students with multiple opportunities to demonstrate their learning through a wide variety of assessment methods.

This balanced assessment model reflects the IB's commitment to evaluating not only students' academic knowledge but also their ability to investigate, analyze, communicate, reflect, and apply understanding in authentic contexts.

15.1 Internal Assessment (IA)

Internal Assessment is an integral component of most Diploma Programme subjects and provides students with opportunities to demonstrate achievement through authentic disciplinary practices. Unlike traditional examinations, Internal Assessments allow students to engage in sustained inquiry, practical investigation, independent research, data analysis, oral communication, or project-based learning, depending on the nature of each subject. Although Internal Assessments are completed within the school and assessed by classroom teachers using official IB assessment criteria, they are subject to external moderation by the International Baccalaureate Organization to ensure consistency and reliability across IB World Schools worldwide.

Teachers provide appropriate guidance throughout the development of Internal Assessments while ensuring that the work submitted represents the student's own authentic effort. Support provided by teachers is consistent with current IB regulations and the school's Academic Integrity Policy.

Students are expected to manage their time responsibly, engage actively in the drafting process, respond constructively to feedback, and submit authentic work that accurately reflects their own learning.

15.2 External Assessment

External Assessment provides an internationally standardized measure of student achievement and contributes significantly to the final IB subject grades.

Depending on the subject, externally assessed components may include:

- written examinations;
- extended response questions;
- data-based questions;
- source analysis;
- case studies;
- literary analysis;
- mathematical problem solving;
- scientific investigations;
- other discipline-specific assessment formats established by the International Baccalaureate.

External assessments are developed, administered, and marked by the International Baccalaureate Organization according to internationally standardized procedures. These assessments ensure comparability of student achievement across IB World Schools globally while maintaining the integrity and rigor of the Diploma Programme.

15.3 Moderation

The International Baccalaureate employs moderation processes to ensure that assessment standards are applied consistently across schools worldwide. Samples of Internal Assessment submitted by students are externally moderated by IB examiners. Through this process, the International Baccalaureate verifies that assessment criteria have been interpreted and applied consistently.

At Múltiplo International School, teachers also participate in internal standardization and collaborative discussions regarding assessment criteria before evaluating student work. These professional conversations promote shared understanding of assessment expectations and contribute to consistent and equitable assessment practices across the programme. Whenever appropriate, teachers analyze exemplars, discuss criterion interpretation, and participate in collaborative moderation activities as part of ongoing professional learning.

15.4 Predicted Grades

Predicted grades represent teachers' professional judgment regarding the level of achievement a student is likely to attain in the final IB assessment, based on the evidence available at the time predictions are submitted.

Predicted grades are determined using multiple sources of evidence, including:

- classroom performance;
- formative assessment;
- summative assessment;
- Internal Assessment progress;
- mock examinations, when applicable;

demonstrated consistency over time.

Predicted grades are never based on a single assessment task. Teachers exercise professional judgment when determining predicted grades and collaborate with the DP Coordinator to ensure that predictions are evidence-based, realistic, and

aligned with IB assessment standards. Predicted grades are submitted to the International Baccalaureate only when required according to official IB procedures.

16. Assessment Objectives, Components, and Criteria

Assessment within the Diploma Programme is designed to evaluate the achievement of clearly defined learning objectives established by the International Baccalaureate for each subject and core component.

Students are informed of the assessment objectives, assessment criteria, and assessment components at the beginning of each course and throughout the learning process. Teachers explicitly reference assessment criteria during instruction and provide regular opportunities for students to become familiar with the expectations of IB assessment.

Detailed assessment requirements are published in the official IB Subject Guides and are incorporated into each subject's Course Outline. Teachers ensure that students understand both the assessment process and the criteria by which their work will be evaluated.

The following table summarizes the assessment framework for the subjects currently offered by Múltiplo International School.

Subject	Assessment Objectives	Assessment Components	Assessment Criteria
Language A: Language and Literature (SL & HL)	Develop interpretation, analysis, communication, and critical understanding of literary and non-literary texts.	External examinations; Individual Oral.	Official IB Language A assessment criteria.
English B (SL & HL)	Develop receptive, productive, and interactive communication skills while fostering intercultural understanding.	External examinations; Internal Assessment (Individual Oral).	Official IB English B assessment criteria.

Brazilian Social Studies (SL)	Develop historical, geographical, political, economic, and cultural understanding through inquiry and critical analysis.	External examinations; Internal Assessment (Research Investigation).*	Official IB subject assessment criteria.
Business Management (SL)	Apply business management tools, concepts, and decision-making processes to authentic contexts.	External examination; Internal Assessment (Business Research Project).	Official IB Business Management assessment criteria.
Biology (SL & HL)	Develop scientific knowledge, inquiry skills, experimental design, data analysis, and evaluation.	External examinations; Internal Assessment (Scientific Investigation).	Official IB Biology assessment criteria.
Mathematics: Applications and Interpretation (SL & HL)	Develop mathematical reasoning, modelling, problem-solving, and communication.	External examinations; Internal Assessment (Mathematical Exploration).	Official IB Mathematics AI assessment criteria.
Theory of Knowledge (TOK)	Demonstrate critical reflection on knowledge, perspectives, and the nature of knowing.	TOK Exhibition; TOK Essay.	Official IB TOK assessment criteria.
Extended Essay (EE)	Conduct independent research and communicate academic understanding effectively.	Extended Essay; Reflection Process.	Official IB Extended Essay assessment criteria.
Creativity, Activity, Service (CAS)	Demonstrate engagement with the seven CAS learning outcomes through sustained experiences and reflection.	CAS Portfolio; CAS Project; CAS Reflections; Completion Interviews.	Completion requirements established by the IB (not numerically graded).

Detailed assessment objectives, assessment components, assessment weightings, and assessment criteria are published in the official IB Subject Guides and are communicated to students through subject-specific course outlines, assessment task briefs, and classroom instruction. Whenever the IB updates its subject guides or assessment requirements, the corresponding course documentation is reviewed and revised accordingly.

17. Reporting Student Achievement

Assessment in the Diploma Programme is reported using the official IB 1–7 grading scale, where 7 represents excellent performance and 1 represents very limited achievement.

Unlike percentage-based grading systems, IB grades are awarded through criterion-related assessment and are determined using grade boundaries established by the International Baccalaureate Organization following each examination session.

Students receive regular feedback throughout the programme regarding their progress toward the published assessment objectives and criteria. Reported achievement reflects the quality of student performance against these criteria rather than comparison with the performance of other students.

At Múltiplo International School, progress reports and report cards communicate both students' academic achievement and qualitative feedback intended to support continued growth.

Because the school operates within the Brazilian educational system, official school records and transcripts are issued using the national 0–10 grading scale, as required by Brazilian educational legislation. Therefore, IB grades are converted to the school's grading scale for reporting purposes only.

The conversion process does not modify students' official IB grades and has no influence on the grades awarded by the International Baccalaureate Organization.

18. The IB Grading System

The International Baccalaureate Diploma Programme uses an internationally standardized criterion-related grading system ranging from 1 to 7 for each subject.

Unlike percentage-based or norm-referenced grading systems, IB grades represent the quality of a student's achievement against published assessment objectives and criteria rather than comparison with the performance of other students or predetermined percentages.

The IB grading scale is as follows:

IB Grade	Descriptor
7	Excellent performance
6	Very good performance
5	Good performance
4	Satisfactory performance
3	Mediocre performance
2	Poor performance
1	Very poor performance

Final subject grades are determined using official grade boundaries established by the International Baccalaureate Organization following each examination session. These grade boundaries may vary slightly from one examination session to another in order to maintain consistent international standards.

Consequently, there is no fixed percentage associated with a particular IB grade.

Students and families are therefore encouraged to interpret IB grades using the official descriptors rather than attempting direct comparisons with traditional grading systems.

19. Conversion to the Brazilian Grading Scale

As a Brazilian educational institution, Múltiplo International School is required to report student achievement using the national grading scale established by Brazilian educational regulations. For this reason, official IB grades are converted to the school's 0–10 grading scale exclusively for reporting purposes in official school records and transcripts.

This conversion serves administrative and legal requirements only.

The conversion:

- does not modify students' official IB grades;
- does not influence grades awarded by the International Baccalaureate Organization;
- is not used by the IB in determining Diploma results;
- does not replace official IB transcripts.

The following conversion table is adopted by the school:

Official IB Grade	School Grade (0–10)
7	10.0
6	9.2
5	8.5
4	7.0
3	5.8
2	4.5
1	3.0

20. Requirements for the Award of the IB Diploma

The International Baccalaureate Diploma is awarded to students who successfully meet the academic and core requirements established by the International Baccalaureate Organization.

To be eligible for the award of the IB Diploma, students must:

- complete six Diploma Programme subjects, including:
 - one subject from Group 1;
 - one subject from Group 2;
 - one subject from Group 3;
 - one subject from Group 4;
 - one subject from Group 5;

- one additional subject, as determined by the school's curriculum;
- complete the Theory of Knowledge (TOK) course;
- complete the Extended Essay (EE);
- successfully complete the Creativity, Activity, Service (CAS) programme;
- satisfy all requirements established in the current IB General Regulations.

Students may earn up to three additional core points through the combined performance in Theory of Knowledge and the Extended Essay.

Creativity, Activity, Service (CAS) is a compulsory requirement for the award of the Diploma but does not receive a numerical grade.

21. Full Diploma Requirements

The maximum possible Diploma score is 45 points.

This total consists of:

- up to 42 points awarded across the six academic subjects (each graded from 1 to 7); and
- up to 3 additional points awarded for the combined performance in Theory of Knowledge and the Extended Essay.

Under current IB regulations, students normally receive the Diploma upon achieving a minimum of 24 points, provided that all additional conditions established by the International Baccalaureate have been satisfied.

These conditions include, among others:

- successful completion of CAS;
- no grade of 1 in any subject;
- no more than two grades of 2;
- no more than three grades of 3;
- meeting the minimum point requirements at Higher Level and Standard Level;
- no finding of academic misconduct by the International Baccalaureate Organization.

Because IB regulations may be updated periodically, the school follows the requirements established in the most current edition of the General Regulations: Diploma Programme.

The DP Coordinator communicates any significant regulatory updates to students, families, and teachers whenever applicable.

22. Assessment in the DP Core

The Diploma Programme Core plays a central role in the educational philosophy of the IB by encouraging students to connect knowledge across disciplines, conduct independent research, and engage meaningfully with their communities.

Assessment within the Core reflects these distinctive purposes.

Theory of Knowledge (TOK)

Theory of Knowledge challenges students to reflect critically on the nature of knowledge and how knowledge is constructed across disciplines and cultures. Student achievement is assessed through two official IB assessment components:

- the TOK Exhibition, internally assessed and externally moderated; and
- the TOK Essay, externally assessed by IB examiners.

Both components are evaluated using official IB assessment criteria.

Extended Essay (EE)

The Extended Essay provides students with the opportunity to conduct independent academic research on a topic of personal interest within an IB subject. Students complete a structured research process under the guidance of an EE Supervisor and participate in three mandatory reflection sessions culminating in the viva voce. The completed essay is externally assessed using official IB assessment criteria.

Creativity, Activity, Service (CAS)

CAS encourages students to develop personally and socially through sustained involvement in creative pursuits, physical activity, and service experiences. Unlike academic subjects, CAS is not numerically graded. Successful completion of CAS requires students to:

- engage in a balanced range of CAS experiences;
- undertake a collaborative CAS Project;
- demonstrate achievement of the seven CAS Learning Outcomes;
- maintain ongoing reflections;
- participate in scheduled meetings with the CAS Advisor.

Successful completion of CAS is a compulsory requirement for the award of the IB Diploma.

23. Academic Support in the Diploma Programme

Although students enrolled in the Diploma Programme have access to the school's academic support structures, including Weekly Support Sessions, the assessment model of the Diploma Programme differs from that of the Brazilian National Curriculum.

The Diploma Programme emphasizes continuous learning supported by regular formative assessment, timely feedback, opportunities for reflection, and progressive improvement throughout the learning process. Students are therefore encouraged to seek support proactively, respond to teacher feedback, revise their work when appropriate, and strengthen their understanding before completing summative assessment tasks.

Unlike the Brazilian curriculum, the Diploma Programme does not include a formal semester recovery programme or replacement assessments intended solely to improve previously awarded grades.

Summative assessment results are not repeated or replaced simply to increase achievement levels. Instead, students are expected to demonstrate continuous growth through ongoing engagement with learning, effective use of feedback, and increasing independence throughout the two-year programme.

Students continue to have access to the school's Weekly Support Sessions, where teachers review concepts, clarify misunderstandings, answer questions, and provide additional academic guidance. These sessions are intended to strengthen learning and support student success within the expectations and assessment regulations of the International Baccalaureate.

This approach reflects the IB philosophy that meaningful learning is achieved through sustained engagement, reflection, and continuous development rather than through repeated opportunities to improve individual assessment results.

24. Using Assessment to Improve Learning

At Múltiplo International School, assessment is not viewed as the conclusion of learning, but as an essential component of the teaching and learning cycle. Information gathered through assessment is systematically analyzed and used to improve instructional practices, support individual students, guide curriculum development, and strengthen the overall educational programme.

Teachers regularly collect and interpret evidence of student learning in order to identify strengths, misconceptions, and areas requiring additional support. This evidence informs decisions regarding instructional strategies, differentiation, pacing, intervention, and future assessment design.

Assessment data is also used to support collaborative professional dialogue among teachers. Through regular planning meetings and Professional Learning Community (PLC) discussions, teachers analyze student performance, compare evidence of learning, share effective practices, and reflect upon the effectiveness of instructional approaches.

Whenever appropriate, assessment information contributes to:

- curriculum review and refinement;
- vertical and horizontal curriculum articulation;
- differentiation of instruction;
- identification of students requiring academic intervention;
- planning of Weekly Support Sessions;
- monitoring of student progress over time;
- goal setting during Student Advisor meetings;
- communication with families regarding student achievement and well-being.

Assessment evidence is therefore understood as a valuable resource for continuous improvement at both the individual and institutional levels.

Students are also encouraged to use assessment information to monitor their own progress, reflect upon teacher feedback, establish learning goals, and develop increasing ownership of their academic growth.

Through this ongoing cycle of evidence, reflection, planning, and action, assessment becomes a central element of the school's commitment to excellence, continuous improvement, and lifelong learning.

25. Academic Integrity in Assessment

Academic integrity is fundamental to all assessment practices at Múltiplo International School. Authentic assessment can only provide meaningful evidence of learning when student work genuinely represents individual understanding and achievement.

All assessments, whether formative or summative, are conducted in accordance with the school's Academic Integrity Policy and the regulations established by the International Baccalaureate Organization.

Students are expected to:

- submit authentic work;
- acknowledge all sources appropriately;
- use citations and referencing conventions consistently;
- complete assessments honestly and independently whenever required;
- use artificial intelligence and digital technologies responsibly and ethically;
- seek clarification whenever they are uncertain about acceptable academic practices.

Teachers are responsible for explicitly teaching the principles of academic integrity, designing authentic assessment tasks, monitoring student work, and providing guidance regarding appropriate academic conduct.

Whenever concerns regarding academic misconduct arise, the procedures described in the Academic Integrity Policy will be followed.

26. Language in Assessment

Language plays a central role in teaching, learning, and assessment.

Assessment practices at Múltiplo International School recognize that language is both the medium through which learning is demonstrated and an essential component of learning itself.

Teachers across all subject areas share responsibility for supporting students' language development and ensuring that assessment tasks provide appropriate opportunities for students to communicate their understanding effectively.

Consistent with the school's Language Policy, teachers:

- communicate assessment expectations clearly;
- explicitly teach subject-specific vocabulary and academic language;
- provide appropriate linguistic scaffolding when necessary;
- encourage students to develop increasingly precise disciplinary language;
- recognize the multilingual backgrounds of students while maintaining the academic standards expected within each programme.

Within the Diploma Programme, teachers distinguish between assessing subject knowledge and assessing language proficiency whenever appropriate, while recognizing that effective communication remains essential for demonstrating conceptual understanding.

27. Inclusive Assessment

Múltiplo International School is committed to providing equitable assessment opportunities for all learners while maintaining high academic expectations and preserving the integrity of both the Brazilian curriculum and the International Baccalaureate Diploma Programme.

Assessment practices are designed to recognize learner diversity and to provide appropriate access arrangements whenever supported by educational evidence and consistent with applicable regulations.

Inclusive assessment may include reasonable adjustments related to:

- assessment conditions;
- timing;
- presentation of assessment materials;
- assistive technologies;
- physical access;
- other accommodations consistent with individual learning needs.

For students enrolled in the Diploma Programme, inclusive assessment arrangements are implemented in accordance with current International Baccalaureate regulations and procedures.

The planning and implementation of inclusive assessment is a collaborative responsibility involving teachers, coordinators, families, and, whenever appropriate, external specialists.

Additional information regarding inclusive educational practices is available in the school's Inclusion Policy.

28. Roles and Responsibilities

Assessment at Múltiplo International School is a shared responsibility. High-quality assessment depends upon the collaborative efforts of school leadership, teachers, students, families, and support staff, each contributing to a culture of continuous learning, reflection, academic integrity, and student well-being.

The responsibilities outlined below promote consistency, transparency, and shared accountability across both the Brazilian National Curriculum and the International Baccalaureate Diploma Programme.

28.1 School Leadership Team

The School Leadership Team is responsible for ensuring that assessment practices remain aligned with the school's mission, educational philosophy, Brazilian educational legislation, and the requirements of the International Baccalaureate Organization.

Responsibilities include:

- approving and periodically reviewing the Assessment Policy;
- ensuring that adequate time and resources are allocated for collaborative planning, moderation, and professional learning;
- promoting a culture of evidence-informed decision-making;
- supporting teachers in the implementation of effective assessment practices;
- ensuring consistency across programmes and subject areas;
- monitoring the implementation of this policy;
- fostering continuous improvement through the analysis of school-wide assessment data.

28.2 DP Coordinator

The DP Coordinator is responsible for ensuring that assessment within the Diploma Programme complies with all current IB regulations and reflects the philosophy of the International Baccalaureate.

Responsibilities include:

- overseeing the implementation of assessment practices within the Diploma Programme;
- ensuring compliance with current IB assessment regulations and procedures;
- coordinating Internal Assessment timelines and submission procedures;
- supporting teachers in the interpretation and application of IB assessment criteria;
- coordinating standardization and moderation activities within the school;
- overseeing the submission of predicted grades and Internal Assessment samples to the International Baccalaureate, when required;
- communicating assessment procedures to students, families, and teachers;
- organizing professional development related to assessment;
- monitoring the effectiveness of assessment practices across the programme.

28.3 High School Coordinator

The High School Coordinator supports the implementation of assessment practices across both the Brazilian curriculum and the Diploma Programme, ensuring coherence between the school's educational programmes.

Responsibilities include:

- coordinating the Brazilian assessment calendar;
- supporting the implementation of school assessment procedures;
- monitoring student academic progress;
- collaborating with teachers and the DP Coordinator to identify students requiring additional academic support;
- supporting communication with families regarding student achievement;
- promoting consistency in assessment practices throughout the High School.

28.4 Teachers

Teachers play the central role in designing, implementing, and using assessment to improve learning.

Teachers are expected to:

- design valid, reliable, and authentic assessment tasks aligned with curriculum objectives;
- communicate assessment objectives, criteria, and expectations clearly before assessment activities;
- use a balanced variety of formative and summative assessment strategies;
- provide timely, constructive, and actionable feedback;
- differentiate assessment when appropriate while maintaining academic standards;
- analyze assessment evidence to inform instructional planning;
- maintain accurate assessment records;
- collaborate with colleagues during curriculum planning, moderation, and professional learning;
- promote academic integrity and explicitly teach responsible academic practices;
- communicate regularly with students and families regarding student progress;
- encourage student reflection, self-assessment, and goal setting.

Teachers are also responsible for ensuring that assessment contributes positively to student motivation, confidence, and well-being.

28.5 Students

Students are active participants in the assessment process and are expected to assume increasing responsibility for their own learning throughout their educational journey.

Students are expected to:

- participate actively in all assessment activities;
- complete assessment tasks to the best of their ability;
- submit authentic work that reflects their own understanding;
- uphold the principles of academic integrity;
- meet assessment deadlines or communicate proactively when legitimate difficulties arise;
- engage thoughtfully with teacher feedback;
- participate in self-assessment and peer assessment opportunities;
- attend Weekly Support Sessions or other academic support opportunities whenever appropriate;

- monitor their own academic progress and establish personal learning goals;
- seek clarification and academic support whenever necessary.

Students enrolled in the Diploma Programme are additionally expected to demonstrate increasing independence, effective time management, organization, and resilience in managing the demands of the programme.

28.6 Families

Múltiplo International School recognizes families as essential partners in supporting student learning and academic development.

Families contribute significantly to student success by fostering positive attitudes toward learning, encouraging responsibility, and maintaining open communication with the school.

Families are expected to:

- become familiar with the school's assessment philosophy, procedures, and expectations;
- understand the distinctive assessment approaches of both the Brazilian National Curriculum and the International Baccalaureate Diploma Programme;
- monitor student progress through the school's official communication channels, including the Parent Portal, Intranet, and academic reports;
- attend parent-teacher conferences, information sessions, and individual meetings whenever appropriate;
- encourage students to take increasing ownership of their learning, organization, and time management;
- support students in meeting assessment deadlines and maintaining consistent study habits;
- encourage regular attendance at Weekly Support Sessions whenever additional academic support is recommended or desired;
- promote and reinforce the principles of academic integrity, including the ethical use of technology and artificial intelligence;
- communicate proactively with the school whenever concerns regarding student learning or well-being arise.

Families of Diploma Programme students are also encouraged to recognize that the IB assessment philosophy differs from the traditional Brazilian model. The Diploma Programme emphasizes continuous learning, criterion-related assessment, timely feedback, and sustained academic growth rather than semester recovery programmes or repeated assessment opportunities.

By understanding these differences, families can more effectively support students in developing the independence, resilience, and long-term learning habits that are fundamental to success in the Diploma Programme.

29. Communication of Assessment

Clear, timely, and transparent communication is essential to ensuring that assessment supports student learning and strengthens the partnership between the school and families.

Assessment information is communicated through multiple channels, including:

- the Agenda Edu;
- the school's Intranet;
- official report cards;
- individual feedback provided by teachers;
- parent-teacher conferences;
- Student Advisor meetings;
- information sessions for students and families;
- official school email communications.

Students receive regular feedback regarding their academic progress throughout the school year. Feedback may be provided verbally, in writing, digitally, or through individual conferences and is intended to help students understand their strengths, identify areas for improvement, and establish meaningful learning goals.

Families are encouraged to review assessment information regularly and maintain ongoing communication with teachers and coordinators whenever clarification or additional support is needed.

For Diploma Programme students, teachers also communicate assessment criteria, Internal Assessment timelines, examination procedures, and other programme-specific expectations throughout the two-year programme.

Students and families are required to acknowledge that they have read and understood this Assessment Policy at the beginning of each academic year. The acknowledgement form, included as Appendix A, confirms their understanding of the school's assessment philosophy, procedures, responsibilities, and expectations, including those specific to the International Baccalaureate Diploma Programme.

Parent and Student Acknowledgement Form

Assessment Policy

Múltiplo International School

Parent and Student Acknowledgement

The purpose of this acknowledgement is to confirm that students and parents/guardians have received, read, and understood the Múltiplo International School Assessment Policy, including the assessment procedures applicable to both the Brazilian National Curriculum and the International Baccalaureate Diploma Programme.

By signing this document, we acknowledge that we understand:

- the philosophy and purpose of assessment at Múltiplo International School;
- that assessment is intended to support learning, reflection, and continuous improvement rather than solely assign grades;
- the differences between assessment practices within the Brazilian National Curriculum and the International Baccalaureate Diploma Programme;
- the school's expectations regarding academic integrity, responsible use of technology, and ethical use of artificial intelligence during assessment;
- the responsibilities of students, families, teachers, and the school in supporting student learning;
- the procedures related to assessment, reporting, communication, and academic support described in this policy;
- that students enrolled in the IB Diploma Programme are assessed according to the regulations established by the International Baccalaureate Organization, including the use of criterion-related assessment, Internal Assessments, External Assessments, and the official IB grading scale;
- that the conversion of IB grades to the Brazilian grading scale is carried out exclusively for national reporting purposes and does not modify official IB results;
- that the Diploma Programme does not include semester recovery programmes or replacement assessments intended solely to improve grades,

and that student success depends upon continuous engagement with learning throughout the programme.

We understand that this policy should be read in conjunction with the school's:

- Academic Integrity Policy;
- Language Policy;
- Inclusion Policy;
- Admissions Policy;
- School Regulations (Regimento Escolar);
- TOK Handbook;
- CAS Handbook;
- EE Handbook;
- Code of Conduct (Manual do Estudante);
- Political-Pedagogical Project (PPP).

We acknowledge our shared responsibility in supporting student learning and commit to working collaboratively with the school to promote academic excellence, integrity, responsibility, and student well-being.

Student Information

Student Name: _____

Year/Grade: _____

Parent / Guardian

I confirm that I have read and understood the Assessment Policy and agree to support my child's learning in accordance with the expectations described in this document.

Parent/Guardian Name: _____

Relationship to Student: _____

Signature: _____

Date: _____

Student

I confirm that I have read and understood the Assessment Policy and acknowledge my responsibility for engaging actively in my learning, maintaining academic integrity, meeting assessment expectations, and seeking support whenever necessary.

Student Signature: _____

Date: _____

School Representative

This policy has been explained to the student and family, and opportunities have been provided for questions and clarification.

Staff Member: _____

Position: _____

Signature: _____

Date: _____

This acknowledgement form is collected at the beginning of each academic year and is maintained as part of the student's educational record. Updated versions of the Assessment Policy are published on the school's website and Intranet. Whenever substantial revisions are made, students and families will be notified and may be asked to complete a new acknowledgement form.