

Assessment and Promotion Policy

School Year 2026-2027



**Johan de Witt
scholengroep**

Table of Contents

<i>The IB Programmes at Johan de Witt Scholengroep</i>	5
Johan de Witt Scholengroep Mission & Vision.....	7
IB Mission Statement	7
<i>Purpose of this Policy</i>	9
Assessment Philosophy	9
Alignment with IB philosophy	10
Scope of this Policy.....	10
Rights and Responsibilities.....	10
Alignment with Examination Regulations & IB Guidelines.....	11
Communication of this Policy	12
<i>Assessment</i>	13
Formative assessment	13
Summative Assessment.....	14
MYP Summative Assessment (year 1-5)	14
CP and DP Summative Assessment	16
CP and DP Internal Assessment Practices at Johan de Witt School:.....	17
Award of the IB CP Certificate and IB Diploma	17
<i>Internal Standardisation and Moderation (MYP, CP and DP)</i>	21
MYP Standardisation	21
CP and DP Internal Standardisation and Quality Assurance	21
Final DP Examinations	22
<i>Communicating and Recording Assessment</i>	23
Assessment Calendar	23
<i>Reporting Student Progress and Achievement</i>	24
SLO-kerndoelen.....	24
"Referentietoetsen" or Progress tests in Dutch, English and Mathematics.....	24
MYP Report Grades.....	25
CP and DP Report Grades	25
N/A and Incomplete Work	25
Deadlines and Missed Assessments.....	26
Extension Requests	26
Assessment Irregularities and the Examination Committee	26
Academic Integrity.....	26

AI Use Policy and the AI Matrix	27
<i>Inclusive Assessment</i>	28
New Students	28
Access Arrangements.....	28
<i>Analysis of Student Progress, Promotion and Binding Advice</i>	29
<i>Use of IB results and University Admission</i>	31
<i>References.....</i>	32
<i>Appendices.....</i>	33
Appendix A: MYP subject group objectives & criteria	33
Appendix B: MYP Grade boundaries	33
Appendix C: The IB Diploma Core Matrix.....	34
Appendix D: Progress Report Example & Final Report Example	35
Appendix E: Promotion Criteria MYP.....	35
Appendix F: Target Levels for National Reference Assessments	37
Dutch Proficiency Levels for Language and Mathematics	37
Explanation of the graph	37
Appendix G: Promotion Criteria CP	38
Appendix H: completion of Year 1 requirements	39
Appendix I: Binding Advice Criteria at designated points.....	39
Appendix J: Placement in Standard or Higher-Level Subjects.....	41

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The IB Programmes at Johan de Witt Scholengroep

Johan de Witt Scholengroep is an inner-city secondary school with locations in the centre of The Hague, the international city of peace and justice. The remarkable diversity of The Hague's inhabitants is reflected in Johan de Witt Scholengroep's student population. Our student body represents over 90 different nationalities and reflects a rich diversity of cultural and socio-economic backgrounds, as well as a wide range of individual interests, needs, and preferences.

We believe that our students deserve the best possible education. Through the Middle Years Programme (MYP), the Career-related Programme (CP) and the Diploma Programme (DP) of the *International Baccalaureate* (IB), we provide our students with an internationally recognized educational pathway.

At the Johan de Witt Scholengroep, we are authorised to offer all 5 years of the MYP (MYP 1-5) as well as the IB Career-related Programme and the IB Diploma Programme.

MYP 1-ISK is designed for students who may benefit from additional time and support during the transition to secondary education. It serves as a bridge to mainstream secondary education, combining intensive Dutch language support (NT2) with the broader curricular framework of the IB-MYP. This hybrid form of education focuses on strengthening students' foundational skills while providing a challenging and engaging academic framework. MYP 1-ISK is specifically designed to give students additional time, support, and the resources they need to address learning gaps, develop confidence and prepare for a successful future in Dutch education and beyond. After completion of MYP 1-ISK, students may progress to MYP 2 or transition to Dutch secondary education (Kader, MAVO, HAVO, or VWO).

MYP 2-4 is intended for students who are able to follow the regular MYP programme in Dutch and who meet the school's admission and progression criteria. Many students have a multilingual background and language development remains an important part of the programme.

The first three years of secondary education are offered in a so-called 'verlengde brugperiode'. This means that students with different school recommendations (schooladvies) for secondary education are placed in the same class for three years.

We aim to guide every student towards the highest-achieving and best-fit secondary education pathway while developing them as globally minded citizens equipped with the knowledge, skills, and confidence to navigate and contribute positively to the challenges and opportunities of an ever-changing society. Students who wish to continue in the MYP and meet the relevant promotion requirements progress to MYP 5 after completing MYP 4.

MYP 5 is the final year of the MYP. MYP 5 serves as a preparatory year for the Diploma Programme (DP) and Career-Related Programme. All our MYP5 students who will enrol in CP1 or DP1 will sit the Dutch HAVO examinations, enabling them to obtain a Dutch secondary school qualification in the year before they sit their formal external IB examinations.

The Career-Related Programme (CP) and Diploma Programme (DP) are internationally recognised IB programmes that provide access to higher education (HBO/University), depending on students' chosen subjects, qualifications and individual admission requirements. In both IB programmes, personal and academic development is central, with an emphasis on research skills, critical thinking, and reflection.

The CP combines academic study with career-related learning, providing a more career-oriented pathway. CP students study at least two DP courses (and not more than four) and complement these with the CP core (i.e., Personal and Professional Skills, Community Engagement, Language and Culture Studies, Reflective Project) and a career-related study, which is a Praktijkgericht Project (PGP), at Johan de Witt Scholengroep.

The DP offers a broad and academically rigorous programme comprising six subject groups, complemented by the three core components (i.e., the Extended Essay, Theory of Knowledge and Creativity, Activity and Service). Students select three subjects at standard level (SL) and 3 at higher level (HL).

Both the CP and DP offer pathways to higher education. In general, the CP is particularly suited to students who plan to pursue applied sciences (HBO), while the DP is often more closely aligned with academic university study (WO). However, admission requirements vary by institution and programme, and some higher-education programmes may require specific subject choices.

Students at Johan de Witt Scholengroep can follow multiple pathways (see Figure 1), with different points at which their educational pathway is determined. Further information on this process and the promotion criteria can be found in this policy and on the school website (www.johandewittscholengroep.nl).

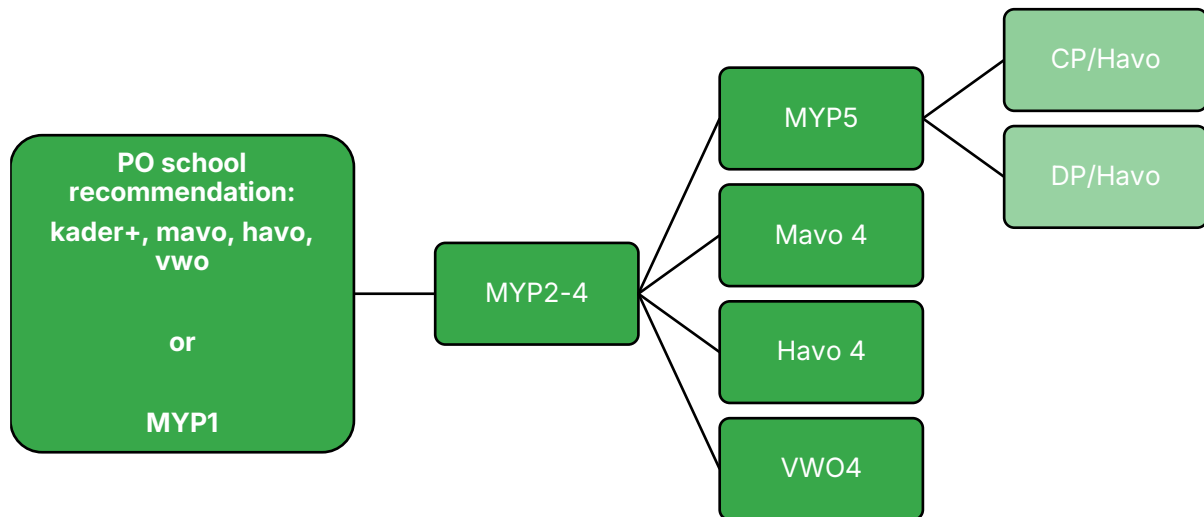


Figure 1: Educational Pathways at Johan de Witt Scholengroep

Johan de Witt Scholengroep Mission & Vision

Mission

We provide excellent education within a global context, based on three pillars:

1. Johan de Witt Scholengroep creates impact
2. Johan de Witt Scholengroep is built together
3. Johan de Witt Scholengroep is at the heart of the world

Vision

We educate young people to become well-informed, confident, and socially responsible global citizens.

IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Purpose of this Policy

This Assessment Policy informs students, their families, and staff members about assessment procedures and requirements as well as promotion criteria in MYP years 1 - 5, CP and DP.

Assessment Philosophy

At Johan de Witt Scholengroep, assessment is integral to all teaching and learning and designed to inform and improve learning and teaching. It provides students, teachers, and families with meaningful, actionable feedback about knowledge, conceptual understanding, skills, and the development of attitudes that enable students to act purposefully and ethically in a complex world. Assessment also enables the school to monitor and evaluate the effectiveness of its IB programmes.

We believe that effective assessment:

- Is relevant to learners and teachers, supporting learning objectives and curriculum outcomes.
- Is meaningful. We assess what is important.
- Is authentic by assessing problems students may encounter in the real world.
- Promotes the development of critical and creative thinking.
- Is universally designed, which means it is fair, valid, transparent, and inclusive for all students.
- Provides feedback that is easily understood by students, teachers, and parents/guardians to improve the learning and teaching process.
- Promotes positive student attitudes towards learning and supports wellbeing.
- Reflects international mindedness by allowing tasks to be set in diverse cultural and linguistic contexts.
- Is aligned with IB education philosophy, the approaches to learning (ATL) skills, and the IB Learner Profile.

In practice, this means:

- Assessment is criterion-related, which means it is designed against defined, known, and understood criteria.
- Students are assessed on a variety of assessment tasks during the school year.
- Students are actively involved in the assessment process through self-assessment and peer assessment where appropriate.
- Assessment criteria are shared with students through Toddle before each assessment, ensuring that students know and understand the expectations and criteria on which their work will be assessed.

Alignment with IB philosophy

Our assessment philosophy is grounded in the IB principles of assessment as set out across the MYP, CP and DP. This means that our assessments are relevant, meaningful, authentic, stimulating, valid, fit for purpose, and universally designed. All assessment is based on the aims and objectives as outlined in the relevant subject guides and core components of the IB programmes offered at Johan de Witt Scholengroep.

Scope of this Policy

This policy applies to:

- All students in MYP (Years 1-5), CP and DP.
- All teachers, coordinators, support staff, and school leadership.
- Parents and guardians of our students.

It applies to all forms of assessed academic work, both formative and summative.

This policy also describes the rights and responsibilities of all members of our school community so everyone understands what assessment entails and knows the promotion criteria to the next year level or educational pathway (see Figure 1).

Rights and Responsibilities

Assessment is a shared responsibility. Therefore, every member of our school community plays a role in ensuring assessment is fair, meaningful, and supportive of learning.

Students at Johan de Witt Scholengroep have the right to:

- receive clear assessment criteria in advance (i.e., assessment rubrics), timely feedback, inclusive access arrangements where applicable, and fair assessment free from discrimination.

Students are responsible for:

- submitting work on time and to the best of their ability.
- engaging honestly and authentically with all tasks.
- reading, understanding, and adhering to the school's Academic Integrity Policy, including the ethical use of Artificial Intelligence tools.
- seeking support proactively when they need it ("When in doubt, ask!").
- participating in all self-assessment and reflection processes.

Teachers and Academic Staff have the right to:

- have access to IB curriculum guides,
- attend professional development opportunities,

- collaborate with colleagues (in our school and other schools) to design, standardize and moderate assessment tasks.

Teachers and staff are responsible for:

- designing assessment tasks that are criterion-related, clearly communicated, and varied in type.
- providing timely, constructive feedback.
- standardising grades within subject groups.
- maintaining academic integrity.
- recording and reporting achievement accurately on Toddle and report cards.
- communicating proactively with students and parents about student progress and, if applicable, academic concerns.

The MYP Coordinator, the CP Coordinator and the DP Coordinator and School Leaders have the right to:

- To access student performance data across cohorts and IB Programmes to support curriculum development and quality assurance.

The IB Coordinators and School Leaders are responsible for:

- ensuring this policy is implemented consistently and reviewed regularly.
- sharing this policy with all school community members.
- supporting teachers with assessment training and standardisation.
- liaising with the IBO regarding assessments, CP and DP examinations, and access arrangements.
- chairing or participating in the Examination Committee and managing irregularities.

Parents and guardians have the right to:

- receive regular and accurate information about their student's progress through reports, Toddle, and student-led conferences.

Parents and guardians are responsible for:

- supporting their students in meeting deadlines and attending school regularly.
- providing a home environment where students can learn.
- communicating promptly with the school about absences that affect assessments and deadlines.
- notifying the school of any diagnosed learning needs in a timely manner.

Alignment with Examination Regulations & IB Guidelines

This Assessment Policy is aligned with the IB Academic Integrity (March 2023) guidelines and relevant programme documentation. It must also be read in conjunction with the school's Examination and PTO/PTA Regulations.

In cases of academic misconduct or any other irregularities, the procedures and measures outlined in the Examination and PTO/PTA Regulations — including the sanctions outlined in Article 5 and the rules governing retakes in Article 11 — apply in full. This Assessment Policy clarifies and supplements these regulations specifically within the context of the IB MYP, CP and DP.

Communication of this Policy

This Assessment & Promotion Policy is actively promoted and communicated to the school's IB community to ensure a shared understanding of assessment and promotion practices across the IB programmes offered at Johan de Witt Scholengroep.

Students are informed by their subject teachers about the assessment tasks and the assessment criteria before they start working on their tasks or study for a test. At the start of the school year, the IB coordinators share with students the school's promotion criteria to the next year level, and the IB requirements to obtain the CP Certificate and IB Diploma.

Parents and guardians are informed about the policy through the school website and parent information meetings and evenings.

Staff receive guidance on the policy through staff meetings and professional development opportunities.

This policy is published on the school website and made available to the school community through Toddle.

Assessment

Assessment activities are used to gather evidence of student learning. Assessment in the IB focuses not only on the assessment of the final product (e.g., a test, a lab report, or an oral presentation), but also on students' prior learning. Teachers can use pre-assessment or baseline tests to help understand where the student is in their learning. Teachers also assess the student's process of learning during the units or topics taught in class. The latter is called formative assessment.

Formative assessment

Formative assessment is assessment for learning. It takes place throughout the learning process and is used by both teachers and students to understand where learning stands, what is progressing well, and what needs attention. Formative assessment informs both students and teachers with information about the next steps through feedback and feedforward. Formative assessment does not contribute directly to final grades, but is foundational to student growth and may provide supporting evidence when teachers apply the best-fit approach to determine a student's level of achievement.

At Johan de Witt Scholengroep, formative assessment:

- occurs at all stages of a unit—before, during, and after learning activities
- can take many forms: classroom observations, exit tickets, peer feedback, self-assessments, drafts, practice tasks, discussions, quizzes, and home learning (homework).
- provide students from feedback/-forward all the time (by using 'Quick tasks', 'learning experiences' etc.) and do at least one Formative Assessment in which they are assessed in the Summative Assessment.
- actively involves students through self-evaluation and peer evaluation, developing ATL self-management and social skills.
- is used by teachers to adapt instruction, plan differentiation, and provide targeted support.
- is recorded in Toddle where applicable, so students and parents can monitor progress.

Formative assessments for significant IB components (MYP Personal Project drafts, CP Reflective Project drafts, DP Extended Essay drafts, Theory of Knowledge outlines, DP Internal Assessment drafts, amongst others) must be submitted on Toddle. Teachers provide feedback on these drafts to support students in improving their work. Where possible, shared Google Docs with version history are used to maintain a clear record of the development process and to support academic integrity verification.

Homework or home learning is also formative assessment. It should be meaningful, clearly explained, and monitored by the teacher. Homework should support students in their learning process. Teachers set home learning in coordination with their colleagues to avoid an unreasonable workload for students.

Summative Assessment

Summative assessment is assessment of learning. It determines the level of achievement at the end of a unit, semester, or course, based on subject-specific criteria. Grades from summative assessments are recorded in Toddle and communicated to students and parents through formal written report cards. IB assessment on report cards is presented on a 1-7 scale (with 1 being the lowest and 7 the highest).

MYP Summative Assessment (year 1-5)

In the MYP, summative assessment follows a criterion-related approach. Students are assessed against subject-specific criteria established by the IB. This means that students are not compared to their peers. Each subject group has four criteria (A, B, C, D), each with a maximum achievement level of 8 (see Appendix A).

Key principles for MYP summative assessment:

- Every criterion has strands (in Roman numerals), and each criterion strand in every subject must be assessed at least twice per school year. The achievement levels for each criterion are from 0 to 8.
- The objectives for the 4 criteria are prescribed for MYP 1, 3, and 5. At Johan de Witt Scholengroep, we use for MYP 2 the Year 1 objectives and for MYP 4 we use the Year 3 objectives.
- All criteria (A, B, C, and D) must be assessed before a final grade on the 1-7 scale can be awarded. The criteria total score is converted to a final grade of 1-7 using the MYP grade boundaries, which are set by the IB (See Appendix B).
- Task-specific rubrics, aligned to the MYP criteria, are shared with students before each assessment so students know beforehand how they will be assessed.

MYP-criteria-based rubrics are holistic and provide general statements describing levels of student achievement. To make the assessment criteria more specific and meaningful for a particular assessment task and age group, teachers develop task-specific clarifications based on the MYP criteria. These clarifications explain how the criterion descriptors apply to the knowledge, understanding, skills, and expectations of the specific task, providing students and teachers with a clearer understanding of what is being assessed.

- A variety of task types is used across the year (e.g., written tasks, oral presentations, laboratory work, practical performances, projects, and tests).

- Group work may be used as a learning activity, but summative assessment always evaluates individual student achievement.
- Summative assessments are planned in the Assessment Calendar before the start of each year and published on Toddle.

Determining the Final MYP Grade (Best-Fit Method)

At the end of each term, teachers use the best-fit method to determine a final criterion level for each student. The teacher reviews all summative evidence gathered for a given criterion and selects the level that most accurately represents the student's demonstrated ability. Teachers may also consider the highest sustained level of achievement where a student has shown consistent performance at a particular level.

When the teacher has collected enough summative task results for all 4 criteria, the four criterion levels are added together. The resulting total score is converted to a final grade of 1–7 using the IB MYP grade boundaries:

Total Score	1–5	6–9	10–14	15–18	19–23	24–27	28–32
Grade	1	2	3	4	5	6	7

Figure 2: MYP Grade Boundaries

Where a student has not been assessed in all criteria (due to time in the school year, new enrolment, extended absence, or other verified circumstances), a grade of N/A (Not Assessed) will appear on the report. Teachers include a written comment explaining the reason.

MYP Assessment Practices at Johan de Witt Scholengroep

At Johan de Witt Scholengroep, MYP Assessment is aligned with the IB philosophy and assessment principles. Students' progress is assessed through the IB-prescribed subject-group objectives and assessment criteria, as well as the Dutch national criteria (SLO kerndoelen) and baseline tests ("referentietoetsen") for Dutch, English and Mathematics.

Our school year is divided into three terms. The number and length of units may vary by subject group. Each unit includes at least one formative and one summative assessment task.

Formative assessment is used throughout the unit and individual lessons to monitor students' developing understanding and skills and to inform learning and teaching. We distinguish between informal formative assessment and formal formative assessment.

Informal formative assessment takes place continuously during lessons and enables teachers to identify what students understand while they are still learning. It provides teachers with information about which students are ready to progress (or to be extended) and which students may need additional support, further practice, or an

alternative approach. Teachers use a range of strategies and tools to gather evidence of learning, including questioning, observation, feedback, and feedforward. When relevant to a student's development, this evidence is recorded in Toddle.

Formal formative assessments take place at specific points within a unit and provide more structured evidence of students' learning and help them identify their next steps towards achieving their learning goals. Teachers may assess formal formative tasks using checklists, MYP criteria-based rubrics, or written feedback and feedforward. Students may also be involved in peer assessment and self-assessment. Formal formative assessment tasks are designed to help students identify areas for improvement and further prepare for subsequent summative assessment tasks. At least one formal formative assessment is completed in each unit. Feedback and feedforward from these assessments are posted on Toddle and are accessible to both students and parents.

Formative and summative assessment tasks are closely linked as the same assessment criteria are assessed. Teachers use their knowledge of MYP assessment expectations and requirements to help students improve their performance through consistent, timely, and meaningful feedback so students are prepared for their summative assessment tasks.

Summative assessment takes place towards the end of each unit, generally during a designated test week ("toetsweek"). School-wide dates for summative assessments are published on the school website. Summative assessment tasks are designed to provide authentic evidence of students' understanding of the unit and their development of relevant approaches to learning (ATL) skills, rather than simply assessing the recall of factual knowledge.

Teachers assess summative tasks using the required MYP subject-group-specific assessment criteria for each year level.

CP and DP Summative Assessment

In the Career-related Programme (CP) and the Diploma Programme (DP), summative assessment also follows a criterion-related approach, with grades on a scale of 1–7. Internal assessment tasks and school-based summative assessments form part of the ongoing monitoring of student progress. Final IB grades are determined through a combination of internal and external assessment, as defined by the IB for each subject.

Key principles for CP and DP summative assessment:

- Each subject's internal and external assessment components, their descriptions, and their weightings are communicated to students in the school's annually published CP Handbook and DP Handbook.

- Teachers design school-based summative tasks in alignment with the relevant DP subject guide to prepare students for their external exams in May of their final year in secondary school.
- Test weeks in CP1, CP2, DP1, and DP2 expose students to exam conditions and cover the full range of topics studied, preparing them for their final IB examinations.
- Grades for school-based summative assessments are determined using the most recent IB grade boundaries available for that subject.
- Where a subject team departs from the latest grade boundaries (e.g., because a new assessment has no precedent), a clear explanation is provided to students.
- If more than one summative grade is available at the time of reporting, subject teachers take a holistic approach to determining the term grade, weighing all available evidence.

IB Internal Assessment:

IB Internal Assessments (IAs) are mandatory components defined by the IB. They are completed by students during the two-year CP and DP course, supervised and internally marked by Johan de Witt teachers, and then externally moderated by the IB. These include orals, investigations, laboratory reports, portfolios, and other coursework depending on the subject.

CP and DP Internal Assessment Practices at Johan de Witt School:

- Internal deadlines for all IA components are published in the two-year assessment calendar at the start of CP1 and DP1.
- Teachers monitor student progress in developing IA work throughout the course, using version history and draft submissions on Toddle to verify authenticity (See our Academic Integrity Policy).
- Subject teachers mark IA components using the IB criteria and guidelines. A representative sample (typically high, middle, and low) is submitted to the IBO for external moderation. The IBO selects the sample randomly.
- The IBO may adjust subject marks up or down following moderation for the school's cohort; moderated marks contribute to the final Diploma grade.
- Students who do not submit an IA component cannot receive a Diploma grade for that subject.

Award of the IB CP Certificate and IB Diploma

The CP Certificate

CP students must complete all required programme components. The Career-related Programme does not operate with a minimum points requirement. Award of the CP certificate is based on successful completion, rather than accumulation of points.

Students must complete:

- at least two (2) DP subjects with a minimum score of 3 per subject.
- the Career-related Studies component (CRS), which is a PGP at Johan de Witt Scholengroep.
- all elements of the CP core.
- meet all assessment requirements and adhere to academic integrity expectations (see the Academic Integrity Policy).

The CP Core

The CP core supports students' personal, academic, and professional development and connects their DP courses with their chosen career-related study. The current CP core consists of four interrelated components:

1. **Personal and Professional Skills (PPS):** A course designed to develop students' intrapersonal and interpersonal skills, critical and ethical thinking, and intercultural understanding. Students demonstrate achievement of the learning outcomes through a student-curated portfolio, which the school uses as evidence of course completion.
2. **Community Engagement (CE):** Provides students with opportunities to learn in, from, and with communities and to apply knowledge and skills in authentic contexts. Students engage with issues relevant to themselves and their communities. The revised component uses ongoing assessment approaches, including a learning journal and review points supported by narrative assessment.
3. **Language and Cultural Studies (LCS):** Enables students to develop their linguistic and cultural repertoires and deepen their understanding of linguistic and cultural diversity. Students demonstrate sustained engagement and progress through evidence such as a learning journal and review points.
4. **Reflective Project (RP):** An extended body of work in which students identify, analyse, critically discuss, and evaluate an ethical issue arising from an area of career-related interest. The Reflective Project is externally assessed and graded by the IB.

Failure to complete any compulsory CP Component results in the IB Career-related Programme Certificate not being awarded.

Students who do not meet all CP requirements may be awarded certificates for individual subjects or components, as applicable.

The IB Diploma

Each DP course is graded on a scale from 1 (lowest) to 7 (highest). Students can earn a maximum of 45 points: up to 42 points from their six subjects and up to 3 additional points from the DP core (See Appendix C), based on their combined achievement in Theory of Knowledge (TOK) and the Extended Essay (EE).

To be awarded the IB Diploma, students must achieve at least 24 points and meet several additional minimum requirements. These include satisfactory completion of Creativity, Activity, Service (CAS), the award of a grade in all subjects, TOK, and the EE, as well as specific minimum achievement requirements across 3 SL and 3 HL subjects. Therefore, achieving 24 points alone does not necessarily guarantee the award of the Diploma. See below.

Higher Level (HL) and Standard Level (SL)

Students must study 6 DP courses; 3 are at Standard Level (SL) and 3 at Higher Level (HL). Both SL and HL subjects are graded on the 1–7 scale. SL and HL courses differ in scope, with HL courses requiring greater breadth and depth of knowledge, understanding, and skills.

The DP Core

The DP core consists of three required components: Theory of Knowledge (TOK), the Extended Essay (EE), and Creativity, Activity, Service (CAS). Together, these components encourage students to think critically, conduct independent research, reflect on their learning, and engage in meaningful experiences beyond the classroom.

1. Theory of Knowledge (TOK): A course that explores questions about knowledge and how we know what we claim to know. TOK is assessed through an exhibition and an essay. TOK and the EE are awarded individual grades, and their combined results can contribute up to three additional points to the student's overall Diploma score.
2. Extended Essay (EE): An independent, self-directed research project in which students investigate a topic of personal interest through sustained academic research and produce an extended essay of up to 4,000 words. The EE is externally assessed by the IB.
3. Creativity, Activity, Service (CAS): A programme of experiences that encourages students to engage in creativity, physical activity, and service. CAS does not contribute points to the Diploma score, but successful completion is a mandatory requirement for the award of the IB Diploma.

Award of the Diploma

To be awarded the Diploma Programme, students must meet all assessment and award conditions as prescribed by the IB.

- Complete six (6) DP subjects. 1 from each group:
 - One subject from Language and Literature (group 1)
 - One subject from Language Acquisition (group 2)
 - One subject from Individuals and Societies (group 3)
 - One subject from Sciences (group 4)
 - One subject from Mathematics (group 5)

- One subject from the Arts (group 6) or an additional subject from groups 1-4
- Study at least three (3) subjects at Standard Level (SL) and the remaining subjects at Higher Level (HL).
- Achieve a minimum total score of 24 points, calculated from subject grades (maximum 7 points per subject) and core components.
- Meet all passing conditions, including:
 - No grade 1 in any subject
 - Total SL points: at least 9
 - Total HL points: at least 12
 - A grade of at least a 2 has been awarded in all subjects
 - There are no more than two grades 2 awarded (SL or HL)
 - There are no more than three grades 3 or below awarded (SL or HL)
 - The core components (See Appendix C):
 - A grade has been awarded in Theory of Knowledge (TOK)
 - A grade has been awarded in the Extended Essay (EE)
 - Successful completion of Creativity, Activity, Service (CAS)
 - Not be found guilty of academic misconduct (please refer to our Academic Integrity Policy)

Students who do not meet all DP requirements may be awarded certificates for individual subjects or components, as applicable.

Internal Standardisation and Moderation (MYP, CP and DP)

MYP Standardisation

Teachers teaching the same subject group at the same year level standardise their assessment collaboratively. This ensures that grades reflect the same standard regardless of which teacher delivers the course.

Standardisation at Johan de Witt Scholengroep includes:

- Collaborative development of assessment tasks and rubrics within subject groups.
- Joint marking sessions where teachers compare and discuss sample student work against the MYP criteria, reaching shared standards before finalising grades.
- Regular subject group meetings timetabled throughout the school year for this purpose.
- Ongoing use of IB professional development resources and MyIB for assessment literacy.

CP and DP Internal Standardisation and Quality Assurance

For DP subjects taught by two or more teachers, and for all DP Internal Assessment components, we use the following internal standardisation and moderation practices to ensure that internally marked work reflects IB standards:

- Where a subject has parallel classes, all teachers select three sample papers (representing high, average, and low achievement) and moderate together, negotiating marks until consensus is reached. These sessions are scheduled in the school's collaborative planning calendar.
- Subject teachers review IB mark schemes and past examiner reports annually before finalising assessment criteria and grade boundaries for school-based summative tasks.
- For IA components, lead teachers review a sample of marked work from all teachers in the subject before submission to the IBO, to verify consistent application of criteria.
- The CP and DP Coordinator chairs an annual cross-subject moderation meeting to review grade distributions and overall assessment quality.
- Johan De Witt Scholengroep, as member of the Dutch Association for IB World Schools, aims to participate in annual standardisation meetings with other IB schools, where subject teachers from Dutch IB schools compare marking and share practice, providing an external check on internal standards.
- After IBO moderation results are received, subject teachers review any adjustments made by IB examiners and use these to refine their practice for the following year.

These processes ensure that our students receive grades that are a true and fair reflection of the marks they are likely to receive from the IB, and that the school maintains consistency and quality across all internally assessed work.

Final DP Examinations

DP final examinations are subject to strict IB regulations. They are set and externally assessed by the IBO and take place annually in May. Students can only re-sit exams in November of the same calendar year.

Johan de Witt Scholengroep's obligations include:

- Submitting the Programma van Toetsing en Afsluiting (PTA) to the Internet Schooldossier 1 October each year.
- Conducting examinations in strict accordance with the IB Diploma Programme Assessment Procedures
- Submitting predicted grades for all CP2 and DP2 students to the IBO, based on evidence of student performance as per the IB guidelines and deadlines. Predicted grades are the professional judgement of subject teachers.
- Managing examination timetables, seating, and invigilation in compliance with IB and Dutch national requirements.

Communicating and Recording Assessment

Johan de Witt Scholengroep uses Toddle as its primary platform for communicating and recording assessment for MYP, CP and DP. Teachers use Toddle to:

- Publish unit plans, assessment tasks, rubrics, and deadlines.
- Record formative assessment feedback and summative grades.
- Track IB component drafts and provide written feedback.
- Monitor student engagement and ATL skill development.
- Record and monitor student participation in Service as Action, Community Engagement and CAS.

All summative assessment tasks must be published before the start of each semester and no later than 1 October for the academic year, so that students and families can plan. Changes to assessment deadlines must be agreed by the relevant IB Coordinator and communicated via Toddle at least 10 days in advance.

Assessment Calendar

Johan de Witt Scholengroep maintains a CP and DP Assessment Calendar, published in the CP and DP Handbooks before 1 October each year, which provides an overview of all IB-required summative assessment tasks for CP and DP. The calendar ensures that assessment is spread equitably across subjects and that students are not over-assessed in any single period. Summative assessment tasks may not be scheduled on the first day after a school holiday or during designated test-free revision periods.

Reporting Student Progress and Achievement

Johan de Witt Scholengroep provides students and parents with formal written reports three times per year: a Winter Progress Report, a Spring Progress Report, and an End-of-Year Report. Reports are published on Toddle. See Appendix D for an example report card.

Student attendance is recorded in *SOMToday*. This online platform is used throughout the entire school.

In addition to formal reports, progress is communicated through:

- Student-led conferences in December and April, where general progress is discussed and learning targets are set.
Student progress concerning national standards is assessed through *referentietoetsen*. The results are part of the progress reports and are discussed with students and parents in student-led conferences.
- Individual subject teacher contacts and parents' evenings, where subject-specific progress and learning targets are discussed.
- Real-time grade visibility in Toddle for parents and students throughout the year.

SLO-kerndoelen

Education in the Netherlands must meet certain requirements, known as the SLO 'kerndoelen'. These learning objectives identify what students need to know and be able to do by the end of lower secondary school ("onderbouw"), corresponding to MYP Years 2-4. To ensure that the national requirements are fully covered, we incorporate the SLO kerndoelen when developing our units and assessment tasks.

The SLO kerndoelen of each subject group are covered in years one to three (MYP years 2-4). The SLO-kerndoelen are included in the MYP unit plans on Toddle and in the 'Programme for Assessment' (Programma Toetsing Onderbouw or PTO-Boekje) available on the school website.

The PTO-Boekje provides an overview of the content of each unit including the statement of inquiry, concepts, MYP-objectives, SLO-kerndoelen, and the type of summative assessment.

"Referentietoetsen" or Progress tests in Dutch, English and Mathematics

At Johan de Witt Scholengroep, we believe that it is important to monitor our students' progress, particularly in Dutch, English, and Math. We do this by regular assessment using *referentietoetsen* throughout the school year.

The *referentietoetsen* assess students' progress in relation to the Dutch national reference levels (referentieniveaus). The Dutch government has established foundation levels for key transition points in a student's educational pathway, including the end of primary education, secondary education, and vocational education.

We have established target levels for each year of the MYP in Dutch, English, and Math. In MYP years 1-5, students sit the referentietoetsen three times per year. The tests are adaptive to students' individual levels, allowing us to monitor their progress and identify students who may benefit from additional support or targeted interventions.

MYP Report Grades

MYP report grades are determined using the best-fit method. The grade reflects the student's demonstrated ability across all summative work completed up to that point. A grade of N/A appears when not all criteria have been assessed. In special circumstances, the subject teachers explain the reason in a written comment on the report card.

CP and DP Report Grades

CP and DP report grades reflect the student's ability at the time of reporting, taking into account all summative evidence gathered across the course. Subject teachers apply consistent grade boundaries within each subject group. For CP2 and DP2 students, the final report includes predicted grades submitted to the IBO and, where requested early by universities, forecasted grades based on performance to date.

N/A and Incomplete Work

A student may receive N/A (Not Assessed) on a report for the following reasons:

- The student is new to the Johan de Witt Scholengroep and has not yet been assessed in all criteria.
- The student has limited English proficiency, and criterion grades cannot yet meaningfully reflect subject achievement (see Language Policy).
- Not all criteria have been assessed yet in the MYP.
- The student had a verified long-term absence.
- The student did not submit a summative assessment or missed an in-class assessment.
- A case of academic misconduct is under review.

Consistent missing of deadlines or assessments without a valid reason may impact a student's promotion decision.

Deadlines and Missed Assessments

Johan de Witt Scholengroep is committed to developing students' ATL self-management skills, including the ability to plan effectively and meet deadlines. Summative assessment deadlines are set within school hours and are typically not placed on the day immediately after a holiday or during designated revision/test-preparation periods.

When a student misses an assessment without a valid, parent-excused reason in writing, the following applies:

- For formative assessments: no feedback will be provided for the missed task
- For summative assessments: the student receives N/A, recorded in Toddle.
- For IB components (e.g., CP: Reflective Project; DP: Extended Essay, TOK, IA; MYP: Personal Project), the teacher and/or supervisor contacts the student and parents and requests submission within 24 hours. The student may submit a request for an extension through the formal extension process.

Extension Requests

If a student anticipates difficulty meeting a deadline due to illness or another valid reason, they and their parent should contact the subject teacher and the IB programme coordinator as soon as possible, and no later than 24 hours before the deadline. Extensions are at the discretion of the subject teacher and the IB Coordinator.

If a student has a parent-excused absence or an approved extension:

- The student will be asked to complete summative work during a designated catch-up session.
- Grade 6–8 students have a 24-hour grace period for summative tasks, recorded on Toddle to track self-management skills

Assessment Irregularities and the Examination Committee

Assessment irregularities (missed tests, missed deadlines, disputes about grades) are handled by Johan de Witt Scholengroep's Examination Committee, which consists of the Head of School, the IB Coordinator(s), and the relevant mentor. Any student who misses an assessment without a valid reason must submit a written statement to the Examination Committee within 5 school days. The Committee decides on catch-up arrangements and any consequences.

Academic Integrity

Teachers can only assess students' own authentic work. Academic integrity is a fundamental value at our school and is taught throughout all year levels and programmes. Students are expected to:

- Reference and cite sources correctly in all submitted work.
- Submit work that is their own.
- Not engage in any form of academic misconduct

When academic misconduct is suspected, the teacher informs the Examination Committee. The student must submit a written statement within 5 school days. The Committee determines appropriate consequences, which may include resubmission, a grade of 0 or a N/A, or, for IB components, non-submission to the IBO. Please refer to the Johan de Witt Scholengroep' *Academic Integrity Policy* for full details.

For IB DP Internal Assessment components, the subject teacher must authenticate all student work. Authentication can only be completed if the teacher has observed and documented the development of the work throughout the course. Work that cannot be authenticated will not be submitted to the IBO.

AI Use Policy and the AI Matrix

Johan de Witt Scholengroep embraces Artificial Intelligence tools as a partner. We recognise that responsible use of AI is a core skill for a rapidly changing world. In order to prepare our students to use AI ethically, teachers specify the permitted level of AI use using the school's AI Use Matrix for each task. Students must not exceed the level indicated by their teacher.

Inclusive Assessment

New Students

When a student joins Johan de Witt Scholengroep during the school year, the mentor liaises with the relevant IB Coordinator and subject teachers regarding upcoming summative tasks. New students joining CP and DP from a non-MYP school background may be given a Mathematics and English placement assessment. MYP students with limited English proficiency are expected to participate in assessment tasks, but initially they receive written feedback and comments rather than criterion grades (see our *Language Policy*). Criterion grades are introduced progressively once the student has had sufficient time to engage with English-medium instruction. Students transferring from regular Dutch secondary education to the CP or DP must meet the applicable promotion requirements: admission to the CP requires successful promotion from HAVO 4 to HAVO 5, while admission to the DP requires successful promotion from VWO 4 to VWO 5.

Access Arrangements

Students with documented learning needs may be eligible for access arrangements in both school-based assessments and IB examinations. Access arrangements may include extra time, use of a computer, a reader, or a scribe, depending on the student's assessed needs and official documentation.

Johan de Witt Scholengroep uses both Toddle and Somtoday to support teaching, learning, assessment and student monitoring. Toddle is used as the main platform for the IB programmes, including curriculum planning, assessment, feedback, portfolio development and the monitoring of IB-specific requirements and deadlines. Somtoday is used alongside Toddle as the school's general student information system for matters such as attendance, timetables, student records, communication and the recording of results where required within the Dutch secondary education context. Together, the two systems provide staff, students and parents with a comprehensive overview of academic progress and school-related information.

Analysis of Student Progress, Promotion and Binding Advice

Analysis of achievement data

Johan de Witt Scholengroep takes a data-informed approach to monitoring student progress. Subject teachers, mentors, and coordinators regularly review performance data from Toddle and any available external assessment results such as the "referentietoetsen" (see Appendix F) and the Cambridge English C1 certificate result.

At the end of MYP 5, the school analyses the student's internal criterion grades to support subject-choice decisions for CP, DP or a Dutch educational pathway (see Figure 1). At the end of MYP1, MYP4, MYP5, CP1, DP1, CP2 and DP2, the IB coordinators and the subject leaders analyse grade distributions per subject to inform future teaching, assessment design, and professional development.

Promotion decisions are based on the student's final grades, ATL development, attitudes towards learning, and the student's overall progress. At Johan de Witt Scholengroep, we distinguish between promotion and binding advice ("determinatie").

Promotion is the annual progression students make from one year level to the next within their current pathway (e.g., MYP2 → MYP3). Students are promoted based on the school's promotion criteria which are shared with students and parents at the start of the school year.

- For MYP: see Appendix E: Promotion Criteria MYP.
- For CP: see Appendix G: Promotion Criteria CP
- For DP: See Appendix H: Promotion Criteria DP.

Binding advice is provided at designated points during the student's learning journey at Johan de Witt Scholengroep and determines the pathway that best matches the student's individual needs, abilities, interests, and potential (see Figure 1). The school decision is based on objective, fair, and transparent evidence (see Appendices I and J).

Our principles are:

Promising:

We maintain high expectations for each student and create a learning environment in which each student is supported to develop their potential and achieve success.

Fairness:

Our binding advice is fair and consistent. Decisions are based on objective criteria and appropriate assessment methods supported by sufficient, reliable, and robust evidence.

Transparent:

Our process is transparent. Students understand the expectations and requirements for progressing within and between pathways, as well as the criteria used to inform the school's binding advice.

- For MYP, CP and DP: see Appendix I: binding advice at designated points

All promotion criteria and student appeals procedures can be found in the above mentioned appendices as well as '*Overgangsnormen 2026-2027*' and '*Examen- en PTO-PTA reglement 2026-2027*' available on the school website and on Toddle.

Use of IB results and University Admission

While the International Baccalaureate Organization (IBO) determines the award of the CP Certificate and the IB Diploma based on programme-specific assessment and completion criteria, universities and other post-secondary institutions establish their own admission requirements. Meeting the CP and Diploma requirements does not automatically guarantee admission to a specific university programme.

For the Career-related Programme (CP), higher education institutions may consider:

- Grades achieved in specific subjects and the subject level (SL or HL)
- Core results, where relevant
- The content, level, and relevance of the Career-related Studies

For the Diploma Programme (DP), higher education institutions may consider:

- The total IB Diploma points score
- Grades achieved in specific subjects and the subject level (SL or HL)
- Core results, where relevant

Most universities post their admission requirements on their website. Of course, our IB University and Careers counsellor is also able to help with any admission questions.

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Appendices

Appendix A: MYP subject group objectives & criteria

Subject	Criteria A	Criteria B	Criteria C	Criteria D
Language and literature	Analysing	Organizing	Producing text	Using language
Language Acquisition	Listening	Reading	Speaking	Writing
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Science	Knowing and understanding	Inquiry and designing	Processing and evaluating	Reflecting on impact of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-worlds contexts
Arts	Investigating	Developing	Creating/Performing	Evaluating
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiry and analysing	Developing ideas	Creating the solution	Evaluating
Community Project	Investigating	Planning	Taking action	Reflecting
Personal Project	Planning	Applying Skills	Reflecting	
IDU	Evaluating	Synthesizing	Reflecting	

Appendix B: MYP Grade boundaries

Grade	Boundary	MYP general grade descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.

Grade	Boundary	MYP general grade descriptor
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

* The maximum criterion point total that a student can achieve is 32 per subject (4 criteria x maximum achievement level of 8 per criterion)

* *The Personal Project (PP) and Interdisciplinary Unit (IDU) have 3 criteria, so $3 \times 8 = 24$ criterion point total. There are different grade boundaries for the PP and IDU.

Appendix C: The IB Diploma Core Matrix

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

Figure 3 DP Passing Criteria: International Baccalaureate Organization

Appendix D: Progress Report Example & Final Report Example

Appendix E: Promotion Criteria MYP

From	To	Promotion Criteria
MYP 1 (year 0)	MYP 2 (Year 1)	Minimum Criteria: • A Full Final Report: the student has taken part in all summative assessments and has completed the benchmark tests. • Final Grade in the following subject areas of at least a 3 (minimum of 10 points). ○ Language and Literature Dutch, ○ Language Acquisition English, and ○ Mathematics • Community Project: each school year, at least one project must be completed with a minimum score of 3 (minimum of 10 points). Specific criteria: At the end of MYP 1-ISK, a decision is made regarding the student's progression to MYP 2, which corresponds to Year 1 of Dutch secondary education. The criteria and procedures for this progression are described in the school's Assessment Policy. The decision is based on: 1. A minimum score (Final Grade) per subject area, appropriate to the chosen upper grade level. 2. PHE, Design, and Arts: at least 3 points (minimum of 10). 3. Not more than a 2 in Dutch, English or Mathematics 4. Proficiency levels determined through nationally standardized, method-independent assessments, aligned with the Dutch reference levels.
MYP 2 (year 1)	MYP 3 (year 2)	Minimum Criteria: • A Full Final Report: the student has taken part in all summative assessments and has completed the benchmark tests.
MYP 3 (year 2)	MYP 4 (year 2)	

MYP 4 (year 3)	MYP 5 (year 4)	• Final Grade in the following subject areas of at least a 3 (minimum of 10 points): ○ Language and Literature Dutch, ○ Language Acquisition English, and ○ Mathematics • Community Project: each school year, at least one project must be completed with a minimum score of 3 (minimum of 10 points).
MYP 5 (year 4)	CP or DP (year 5 and year 6) Or a Dutch educational pathway	Minimum Criteria: 1. A Full Final Report: the student has taken part in all summative assessments and has completed the benchmark tests. 2. Final Grade in the following subject areas of at least a 3 (minimum of 10 points): a. Language and Literature Dutch, b. Language Acquisition English, and c. Mathematics 3. Personal Project: All students completing MYP Year 5 must complete the Personal Project. A minimum grade of 3 is required for students seeking the IB MYP Specific criteria: At the end MYP 5, the transition to the final two years of secondary school is based on the school's Promotion Policy to CP, DP or the Dutch educational pathways. This decision is based on: ○ A minimum score (Final Grade) per subject area, appropriate to the chosen upper grade level. ○ PHE, Design, and Arts: at least 3 points (minimum of 10). ○ Not more than a score of 2 in one of the following subjects: Dutch, English or Mathematics ○ Benchmark scores (Dutch, English, Mathematics) as an additional criterion. ○ In addition, the Personal Project must achieve a score that is appropriate for CP or DP. ○ A minimum criterion point total of 20 out of 42 for CP and 30 out of 42 for DP, calculated across Language and Literature (Dutch), Language Acquisition (English), Mathematics, Sciences, Individuals and Societies, and Language Acquisition (Modern Foreign Language).

		Being awarded the Cambridge English C1 certificate
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- * The reference standards are tested every period by means of method-independent tests such as Diataal and CitoVas. These results are taken into account in a student's binding promotion advice.
- ** Reporting is based on four assessment criteria (0-8) in each subject area. We call the sum of the four ratings the MYP SUM (which ranges from 0-32). This score is converted to a Final Grade. The Final Grade is on a scale of 1 to 7.

Appendix F: Target Levels for National Reference Assessments

Dutch Proficiency Levels for Language and Mathematics

The Dutch Reference Framework for Language and Mathematics (*Referentiekader Taal en Rekenen*) defines nationally established proficiency levels for Dutch language and mathematics. The framework was developed following the recommendations of the Meijerink Committee and was incorporated into Dutch legislation in 2010.

The proficiency levels describe the knowledge and skills students are expected to demonstrate at different stages of their education. They provide a common national standard and make it possible to monitor students' progress independently of the teaching method or textbook used at school.



Figure 4: MYP proficiency levels for language and mathematics.

Explanation of the graph

The graph above shows the target proficiency levels for Dutch language and mathematics at different stages of a student's education. These levels are based on

nationally standardized, method-independent assessments and are expressed using the Dutch reference levels.

For Dutch language, the reference levels are expressed as 1F, 2F and 3F. For mathematics, both the fundamental levels (F) and the more advanced target levels (S) may be used, such as 1F, 1S, 2F, 2S and 3F. The levels indicate the degree of proficiency a student is expected to demonstrate at a particular stage of education.

Assessment results can be compared with these target levels to monitor progress and to determine whether a student is performing below, at, or above the expected proficiency level.

Source: <https://www.rijksoverheid.nl/themas/onderwijs/basisvaardigheden/referentieniveaus-taal-en-rekenen>

Proficiency Levels for Dutch Language

The proficiency levels for language encompass four main domains:

- Oral proficiency (conversations, listening, and speaking).
- Reading proficiency (including reading business and literary texts).
- Writing proficiency (such as writing an essay or a job application letter).
- Vocabulary list (knowledge of terms like vowel, noun, or proverb) and language care (correct application of language).

Proficiency Levels for Mathematics

The proficiency levels for mathematics encompass four main domains:

- Numbers
- Ratios
- Measurement and Geometry
- Relations

Appendix G: Promotion Criteria CP

Students will be promoted from CP1 to CP2 when they have demonstrated satisfactory progress across all key components of the CP. Promotion will be based on the following criteria:

- Demonstrate satisfactory academic progress in all Diploma Programme (DP) courses undertaken as part of the Career-related Programme.

- Demonstrate satisfactory progress in the career-related study and meet the expectations of the programme provider.
- Demonstrate satisfactory progress in all elements of the CP Core, including:
 - Personal and Professional Skills
 - Reflective Project
 - Service Learning
 - Language Development
- Meet all deadlines and demonstrate consistent engagement with the requirements of the Career-related Programme.
- Demonstrate an appropriate level of attendance, commitment, and academic engagement.

Students who do not meet the above criteria will be reviewed on an individual basis by the CP Coordinator and relevant subject teachers. The review will determine whether promotion to CP2 is appropriate and where necessary, additional conditions, support, or requirements should be applied.

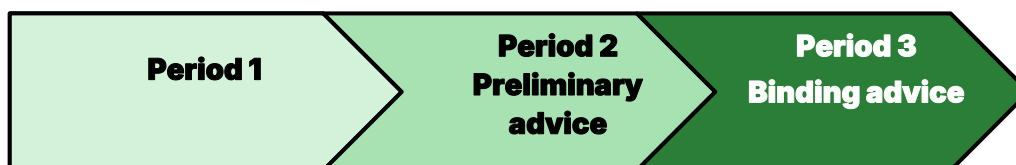
Appendix H: completion of Year 1 requirements

Students must have a complete and up-to-date academic and assessment record. This means that all required coursework, assessment components and other programme requirements scheduled for completion in DP1, as specified in the school's assessment and examination calendar, must have been completed. This includes, where applicable, required internal assessment work, the Collaborative Science Project, and the required progress in CAS, TOK and the Extended Essay. Students must also meet the school's academic promotion requirements for progression to DP2.

Appendix I: Binding Advice Criteria at designated points

MYP 1

At the end of MYP 1, students will be promoted to either MYP 2 or a Dutch educational pathway (see Figure 1). This decision is based on final grades per subject group and the referentietoetsen marks.



Evidence

Binding advice is determined based on the following evidence:

A minimum score (final grade) per subject-group:

1-2	3-4	5-6	7
Basis/kader	MAVO	HAVO	VWO

PHE, Design and Arts must be completed with a minimum final grade of 3 (a minimum of 10 points). The teachers from these subject groups will have an advisory say in the process. This advice must be based on sufficient and well-substantiated evidence.

A minimum score (reference standards) for Dutch, English and Mathematics:

	Basis	Kader	MAVO	HAVO	VWO
Mathematics	<1F	<1F	1F	2F	2F
Dutch	<1F	<1F	1F	2F	2F
English	A1/<1F	A1/<1F	A2/1F	B1/2F	B1/2F

In case of doubt, consideration is given to the progress a student has shown between the initial assessments, the first referentietoets, and the second referentietoets.

MYP 4

MYP4 is the year in which the determination process for the upper classes starts. This is necessary to determine which level is most appropriate. After Period 1, students' progress is reviewed and an initial placement advice is discussed. At the end of Period 2, progress is reviewed again and students receive binding advice regarding their placement in the upper years.



Evidence

Binding advice is determined based on the following evidence:

A minimum score (final grade) per subject-group:

1-2	3-4	5-6	7
Basis/kader	MAVO	HAVO	VWO

PHE, Design and Arts must be completed with a minimum final grade of 3 (a minimum of 10 points). The teachers from these subject groups will have an advisory say in the process. This advice must be based on robust evidence.

The student's choice of profile and its subject requirements in the upper school are taken into account when determining binding advice.

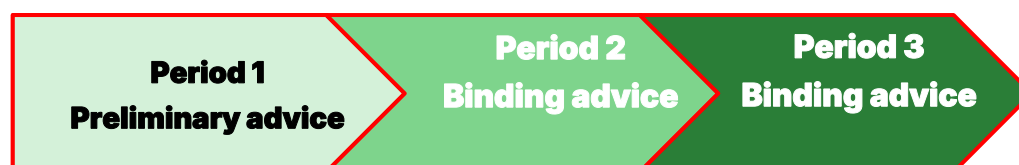
A minimum score (reference standard) for the Dutch, English and Mathematics:

	Basis	Kader	MAVO	HAVO	VWO
Mathematics	1F+	1F+	2F-	2F+	2F+
Dutch	1F+	1F+	2F-	2F+	2F+
English	A2	A2	B1	B1	B1

A student may have 1 deficiency in one of these subjects. In case of doubt, consideration is given to the progress a student has shown between the initial assessments, the first reference tests, and the second reference tests.

MYP 5

MYP 5 is the preparatory year for the CP and DP. Based on the student's MYP 5 results (summative assessments and referentietoetsen), new advice rounds will take place. At the end of MYP 5, students receive a robust recommendation: to continue to the DP, CP, or transfer to HAVO or VWO.



Evidence

Binding advice is determined based on the following evidence:

A minimum final grade of 3 for each subject (including Arts, Design, PHE).

A minimum score out of 42 points. The minimum score is calculated by adding the final grades earned in each of the following subjects:

Language & Literature (LL)	Language Acquisition English (LA)	Mathematics	Individuals & Societies (I&S)	Sciences	Language Acquisition MVT
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The minimum score determines which programme you are eligible to progress into:

HAVO 5/CP	VWO 5 DP
20-29 points	30-42 points

Appendix J: Placement in Standard or Higher-Level Subjects

DP students choose 3 Diploma subjects at Standard Level (SL) and 3 at Higher Level (HL). CP students select a minimum of 2 DP subjects and a maximum of 4 subjects. They can select different options but should not study more than 1 HL Diploma subject.

The final grade at the end of MYP 5 in each subject will determine which level students can choose as a DP subject:

1-2	3	4	5	6	7
Insufficient for promotion to the next year	Insufficient to pick this subject for CP/DP	SL + approval teacher	HL + approval teacher	HL + approval teacher	HL + approval teacher

More information about admission to the MYP, CP and DP can be found in our Admissions Policy, available on Toddle and on our school website.