

Our core goals for the assessment framework are threefold:

1. **Optimizing Performance:** To ensure you have the best possible conditions to perform and accurately demonstrate your learning.
2. **Supporting Well-being:** To help you manage your workload and well-being. We recognize that some level of stress is a natural and even beneficial part of the learning and growth process. Still, this framework is designed to help you manage that pressure effectively.
3. **Building Exam Readiness (Grades 11 & 12):** To ensure students in the IB program (Grades 11 and 12) receive frequent, authentic experience sitting for assessments structured as IB-style examinations.

The Assessment Structure

“US Major Due Dates” calendar

If you haven't already added this calendar to your Google Calendar, please follow [these instructions to do so](#).

Grades 11

As you progress into the International Baccalaureate (IB) Diploma Programme, the focus remains on continuous deep learning, but also shifts to ensuring you are fully prepared for your external examinations. To this end, our new process provides **frequent and meaningful exposure to** IB-style assessments (more information is in the link below). This repeated experience is crucial for ongoing learning, mastering exam techniques, and reducing anxiety as you approach your final assessments in May of senior year.

For assessments scheduled outside of the IB Assessment Rotations, there is a limit to the total number of assessments per subject across the year: **SL can have up to 4 (2 per “semester”) assessments, and HL can have a maximum of 6 evaluations (3 per “semester”)**

 **Assessment Schedule.Grade 11 .2025-26.Students**

Ongoing Learning and Feedback

It is essential to remember that assessment is an ongoing part of the teaching and learning process. While the schedule above refers to assessments used for grade determination and transcripts, your teachers will continue to use various forms of

ongoing feedback through other assessments as a natural part of the teaching and learning process. These smaller, regular check-ins are vital for gauging your understanding, guiding instruction, and supporting you in setting learning goals. They are also essential for you in your preparation for formal assessments. These assessments will be recorded as "Ongoing learning Evidence" but not typically used in the determination of official grades.

Engaging with your teachers and setting goals based on ongoing feedback is the most influential factor in your academic achievement.

[Link to the Advisory Presentation](#)