EDMONTON PUBLIC SCHOOLS

School Assessment Plan 2025-2026

Kindergarten to Grade 12

September 2025

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School Assessment Plan 2025–2026, Kindergarten to Grade 12

At Edmonton Public Schools, we're committed to enhancing pathways for student success. One of the ways we help enhance pathways for student success is by improving the way we assess and evaluate what students learn. We also want to improve how we report back to you about how your child is doing at school.

This guide will help you understand:

- responsibilities of staff, students and parents/guardians.
- how we will tell you about your child's progress and learning.
- how we assign grades/marks to your child.
- how your child is assessed.
- the steps we take if your child's work is missing or not finished.

What is assessment?

In this plan, we use the term assessment to describe the process of determining what students have learned, and how well they have learned it.

Assessment is not just about tests and grades. Assessment means gathering information about what your child knows, understands and is able to do based on the Alberta curriculum or their Individualized Program Plan (IPP). Teachers cannot base grades/marks on your child's behaviour, effort and work habits unless those behaviours are outlined in the Alberta Programs of Study for a specific subject.

Teachers can collect evidence of your child's learning in many different ways. Conversations, observations and student work are just some of the ways teachers determine students' strengths and where they might need extra help. These activities—conversations, observations and the products students create—help teachers shape their lesson plans. They guide *how* they can help every student meet their learning goals. The activities also help inform the teacher's understanding when making decisions about grade level of programming, course recommendations or grades/marks. The collection of a variety of evidence allows teachers to give you a clear and accurate picture of your child's progress in school.

How to support your child's learning

As a parent or guardian, you are your child's first teacher. So, understanding how your child is doing in school is important. Read this guide, and contact the school or make an appointment to see your child's teacher or principal if you have any questions.

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Supporting Student Success

We all have a role to play in helping your child be successful.

You can support your child's learning by:

- working in partnership with school staff.
- providing a quiet place for your child to study at home.
- staying informed and keeping in touch with school staff. This includes reading information from SchoolZone, newsletters and other school materials.
- attending parent-teacher conferences.

Teachers will help your child succeed by:

- providing programming that is appropriate for your child.
- providing many opportunities and different ways for students to show what they know.
- giving students who have missed important assessments and activities the chance to complete the work.
- clearly explaining what is expected of students in all courses and how student work will be graded/marked (i.e., course outline).
- keeping detailed, accurate notes describing your child's successes and areas for growth.
- communicating with you regularly about your child's progress and achievement.
- providing opportunities for you to be involved in your child's learning.

Students have a responsibility for their own learning and are expected to:

- come to school every day on time.
- finish their assignments, projects and tasks to the best of their ability.
- participate in learning activities.
- regularly review what has been taught and ask for help when required.
- use opportunities to revise or retake assignments or tests to demonstrate growth in knowledge and skills.

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Our Communication Plan for Reporting Progress

There are many ways we help you stay informed about your child's learning throughout the year. We encourage you to review your child's reports and attend conferences regularly.

Reporting Periods

Term 1 - September 2, 2025 - January 27, 2026

Term 2 - January 29, 2026 - June 23, 2026

Progress Reports Issued

January 29, 2026

- Kindergarten to Grade 8 - Mid-Year Progress Report
- Grade 9 - 12 Full year courses - Mid-Year Progress Report
- Grade 9 - 12 Semestered Courses - Final Progress Report

June 23, 2026

- Kindergarten to Grade 12 Final Progress Report

Progress Reports will be issued electronically via SchoolZone. If you require a paper copy to view your child's progress report, please contact the school office.

Individual Student Reports (ISRs)

The term *individual student report* refers to a report that communicates information about a student's marks/grades for specific assignments and learning activities at various times throughout the school year. Individual Student Reports (ISRs) will be released through SchoolZone on the following dates:

Grade 1-6	**Grade 7-12**	
Nov 21, 2025	Oct 17, 2025	March 6, 2026
April 13, 2026	Nov. 21, 2025	April 13, 2026
	Dec 12, 2025	May 26, 2026

K- 12 Conferences

Schools must establish at least two formal parent-teacher conferences per school year.

Learning Links (goal setting and curricular updates)
Tuesday, November 4, 2025 and Thursday, November 6, 2025

Student Led and Curricular Update
Tuesday, March 17, 2026 and Wednesday, March 18, 2026

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Individualized Program Plans (IPPs)

For students who need specialized services and supports, the IPP is a working document that is developed within the first two months of the school year. It is a record of your child's progress related to specific goals and strategies. It gives you confirmation that your child's needs are being addressed and provides information about accommodations and supports your child needs to succeed. The IPP is reviewed at least three times a year. We expect you and your child (as appropriate) to provide input into the IPP.

Initial IPP: created by October 15, 2025 and and uploaded to Schoolzone by October 31, 2025

IPPs will be ready for signatures as follows:

Review #1: Will be complete and uploaded to Schoolzone by November 21, 2025

Review #2: Will be complete and uploaded to Schoolzone by April 13, 2026

Review #3: Will be complete and uploaded to Schoolzone by June 23, 2026

Year End Recommendations - student/family/teacher IPP meeting (if required) and signature will be completed by June 23, 2026.

All IPPs will be available for families on Schoolzone.

English as an Additional Language (EAL) Proficiency Assessments

For students learning English, EAL Proficiency Assessments measure English abilities in four areas: listening, speaking, reading and writing. Teachers use a variety of tools each year to help them plan lessons and communicate with you about your child's progress in learning English.

EAL Proficiency Benchmarks will be completed in November. EAL Proficiency assessments will be uploaded to SchoolZone by November 28, 2025 (this date is subject to change). Students leaving the school for the following school year will have their Benchmark posted to PinPoint.

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Evaluating Student Achievement

To determine your child's grade/mark at the end of a reporting period, teachers use professional judgment based on evidence of what your child has learned.

At Victoria School, Kindergarten will receive comments only at each reporting period. Grade 1 to grade 6 use descriptors that correspond to performance standards. Percentages are used for formal reporting in grades 7 - 12.

Exemplary—A (80–100%)	Proficient—B (65–79%)	Adequate—C (50–64%)	Limited—D (0–49%)
• Demonstrates extensive knowledge required to meet outcomes. • Demonstrates an insightful understanding of the concepts relating to outcomes. • Demonstrates the skills and processes embedded in outcomes in an efficient manner.	• Demonstrates substantial knowledge required to meet outcomes. • Demonstrates a logical understanding of the concepts relating to outcomes. • Demonstrates the skills and processes embedded in outcomes in an effective manner.	• Demonstrates sufficient knowledge required to meet outcomes. • Demonstrates a basic understanding of the concepts relating to outcomes. • Demonstrates the skills and processes embedded in outcomes in an acceptable manner.	• Student has not yet demonstrated sufficient knowledge required to meet outcomes. • Student has not yet demonstrated a basic understanding of the concepts relating to outcomes. • Student has not yet demonstrated the skills and processes embedded in outcomes in an acceptable manner.
Extensive - *ideas and/or actions provide extension or enriched thinking* Insightful - *accurate and deep understanding* Efficient - *ability to produce desired results with minimal steps or effort*	Substantial- *a considerable amount of ideas or degree of a desired quality* Logical - *using reason in an orderly and compelling fashion* Effective - *producing a result that is wanted*	Sufficient - *shows enough evidence of having met the criteria or requirements* Basic - *simple or merely functional* Acceptable - *meeting minimum criteria or requirements in a way that is agreeable to others*	* Taken from: AAC Rubric Wordsmith at www.aac.ab.ca/go and Performance Standards Word List

Grade Level of Programming (GLP)

GLP shows the current grade level at which a student is being taught. This is usually the same grade in which a student is enrolled. GLP appears on each progress report for English Language Arts and Literature / English Language Arts and Mathematics. For all other subjects, in situations where the GLP differs from the grade level of enrollment, the GLP will be indicated in the comments of the progress report. Parents/Guardians will be involved in the decision to program a student at a grade level different from the grade level of enrolment.

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End-of-Term and End-of-Course Codes

On your child's progress report, a teacher may use these Division codes for end-of-term and/or end-of-year performance descriptors/letter grades/ percentage marks.

Code	Meaning	Uses
IEA	Insufficient Evidence Available	• IEA is used only as an **end-of-term** code when a teacher does not have enough evidence about a student's progress to give a grade/mark at the end of a term. IEA is **not** used as a final course code.
NGC	Not on Graded Curriculum	• NGC is used as an **end-of-term code** when a student, identified as having special education needs as documented on the student's IPP, is receiving modified programming and is therefore not on the graded curriculum. • NGC is used as an **end-of-course code** when a student is provided a code of NGC in one, two or all three terms. • Teachers who use the end-of-term or end-of-course code NGC for Mathematics and/or English Language Arts/English Language Arts and Literature on a student's progress report will leave the GLP blank when reporting GLP.
CMU	Course Mark Unavailable	• CMU may be used at the **end of a course when a student is provided a code of** IEA in at least one term, two or all three terms. • CMU indicates that a teacher does not have enough evidence over an entire course to give a final grade/mark.

Codes for use on Individual Student Reports (ISRs) in SchoolZone:

On your child's ISR, issued before the end of a term, a teacher may use these Division codes.

The following codes provide information about how each assessment given to your child has been evaluated:

OMIT	Omit	Evidence has already been or will be collected to inform professional judgment.
IEA	Insufficient Evidence Available	Sufficient evidence is not yet available.
RNE	Replaced with New Evidence	This evidence has been replaced with more relevant evidence that demonstrates student understanding of the expected learning outcome.

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ISR Approved Codes for Evaluation of Student Achievement and Growth

The following codes provide information about how each assessment given to your child has been evaluated:

E	Exemplary	The student has exemplary knowledge, skills, and understanding of concepts and is able to transfer understanding independently in new situations. The student may require support to further extend understanding of concepts.
P	Proficient	The student has proficient knowledge, skills, and understanding of concepts that can be applied in familiar situations. The student may require occasional support to transfer learning to new situations.
AD	Adequate	The student has adequate knowledge, skills, and understanding of concepts. The student requires support and/or further experiences to develop a deeper understanding of concepts and apply learning in familiar and new situations.
L	Limited	The student has limited knowledge, skills, and understanding of concepts. The student requires support to develop and apply learning in highly structured situations.
IEA	Insufficient Evidence Available	Sufficient evidence is not yet available to provide an informed judgment of student achievement and growth.

How We Determine Student Grades/Marks

At Edmonton Public Schools, we determine grades in a variety of ways based on evidence gathered. Throughout the year, your child will have many opportunities to demonstrate what they know, understand, and are able to do in relation to the Alberta curriculum.

Evidence of learning is gathered through various methods including:

- Observations: What teachers notice your child doing in class such as presentations, group activities, demonstrations.
- Conversations: Evidence of learning from discussions teachers have with your child about their learning which might include having them elaborate on their thinking and reasoning in order to better understand what they have learned.
- Products: Evidence collected through projects, assignments and tests.

Ongoing collection of evidence of learning helps teachers understand your child's strengths and areas for growth. Teachers use this information to adjust their teaching, provide feedback to help your child improve, and make professional judgements when determining grades to reflect your child's learning.

Missing or Incomplete Student Work

Principals must make sure that teachers communicate with parents/guardians promptly and regularly about missing or incomplete student work. This is outlined in Administrative Regulation GKB.AR Standards for Evaluation, section 4:

4. Principals must work with their teachers to comply with the following:
    a. evidence of student achievement has been collected by the teacher;
    b. communication plans for reporting student achievement and growth to parents/guardians are developed and aligned with school-wide assessment and intervention plans;

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c. a student has been given multiple opportunities and ways to demonstrate his/her learning;
d. follow up has occurred to determine the reason when a summative assessment item (assignment, test, project, etc.) is missing or incomplete, and that opportunities for the student to fulfill the requirement of the summative assessment item (assignment, test, project, etc.) are provided;
e. if the student continues to be unsuccessful, the student/parents/guardians will be informed and the teacher will solicit a solution in consultation with the student's parents/guardians to hold the student accountable and/or plan for further learning;
f. teachers will engage in on-going, timely communication with parents/guardians/students and the principal regarding missing or incomplete work; and
g. providing 4. b–f have been followed, the teacher can assign the student a mark of zero for that missed summative assessment item (assignment, test, project, etc.).

At Victoria school, when your child has missing or incomplete work, we will:

- Work with your child to create an action plan that will provide them opportunities to demonstrate curricular outcomes.
- Communicate through email or phone and work with you to support work completion.
- Record missing assignment(s) through Individual Student Reports (Gr 7 - 12).
- Offer additional instructional support for your child as required.
- Students will get an Individual Student Report (ISR) six times a year. They have one week from the report's release to hand in any work or assignments that were on the report. After that week, those assignments will not be accepted, and students will need to use other work to show their understanding of the concepts/criterion or to replace the missing assignment.

Course Outlines

At Victoria School of the Arts, digital copies will be provided via SchoolZone and Google Classroom or hard copies handed out in class.

Curriculum Summaries

Curriculum at a Glance (Alberta Education)

The Role of Homework

Homework is meant to:

- help support your child's learning
- reinforce what your child learned in school
- give your child more practice

At Victoria School of the Arts our homework beliefs include the following:

- Homework is purposeful and meaningful and has a direct correlation to daily instruction.
- Differentiated assignments enable students to complete homework independently or with minimal support.

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Academic Integrity

Cheating is not acceptable. This includes plagiarism (copying someone else's work and passing it off as your own), stealing tests or assignments and getting answers for a test or assignment in advance. Cheating also includes giving answers or work to others to claim as their own.

If your child is suspected of plagiarism or cheating, school administration will meet with them and take action in accordance with Administrative Regulation HG.AR Student Behaviour and Conduct.

Grades/ Marks Appeal Process

To appeal the grade/ mark your child has been given, contact the classroom teacher. If you can't resolve the appeal with the teacher, contact the principal, who will make a decision and explain it to you. The principal's decision is final. A principal's authority to do this is set out in the Education Act.

Supporting Responsible Artificial Intelligence Use

At Edmonton Public Schools, we are dedicated to creating dynamic learning environments that value accountability, collaboration, equity and integrity. As technology evolves, Artificial Intelligence (AI) is becoming a part of our world. We want to help students use it responsibly and ethically to enhance their learning. This information outlines how AI might be used to support student achievement.

Division I and II

For younger learners at the Division I and II level, there may be use of AI tools by students.

AI: A Helpful Tool

- **A Supporting Tool, Not a Replacement:** AI tools can help with teaching and learning. For example, a teacher might use AI to create a fun, personalized learning game.
- **Helping to Understand Student Progress:** AI can offer support in understanding how your child is learning.

Academic Integrity with AI

Students are expected to use school and personal technology, including AI tools, appropriately and ethically, according to the Responsible Use of Technology Agreement for Students that will be provided to you. They should conduct themselves with academic integrity, which is consistent with HG.BP Student Behaviour and Conduct that states, "Academic integrity is honest and responsible academic behaviour. Students are expected to submit original work, acknowledge sources used including AI, and conduct themselves ethically in the completion of assessments and examinations."

Conversations About AI

AI can be a positive addition to elementary classrooms. For success, clear communication is key. Parents are welcome to have conversations with teachers regarding AI use in the classroom.

New technologies bring many different possibilities. Introducing AI in a thoughtful and age-appropriate manner can help to support student learning.

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DIV III and IV

AI: A Tool to Empower, Not Replace Learning

A Complementary Tool: The use of AI tools, like Google Gemini in the classroom can be used to support and complement effective teaching and learning processes.

Personalized Support for Learning: AI can support instruction by assisting teachers in providing personalized learning resources to support student learning and progress.

Enhancing Assessment: AI tools can play a supportive role in achieving the primary goals of assessment: to improve student learning and provide valid and reliable information to students and parents/guardians about student progress related to the Alberta curriculum.

Academic Integrity with AI

Students are expected to use school and personal technology, including AI tools, appropriately and ethically, according to the Responsible Use of Technology Agreement for students. They should conduct themselves with academic integrity, which is consistent with HG.BP Student Behaviour and Conduct which states, "Academic integrity is honest and responsible academic behaviour. Students are expected to submit original work, acknowledge sources used including AI, and conduct themselves ethically in the completion of assessments and examinations."

AI in the Classroom: Empowering Students

Teachers have the discretion and flexibility to permit or encourage the use of AI for specific learning purposes such as:

- **Sparking Ideas:** AI can help brainstorm initial ideas for projects or essays.
- **Improving Writing:** AI can offer suggestions for grammar, style, and clarity, helping refine writing skills and expression.
- **Creating Learning Tools:** AI might be used to create visual aids, study guides, or other materials.
- **Receiving Feedback:** AI can provide quick feedback on practice questions or assignments, helping identify areas for improvement.
- **Learning About AI Itself:** Students will also have opportunities to learn about how AI works, understanding its capabilities and limitations in a safe and educational setting.

Open Communication: A Partnership for Responsible AI Use

Open and clear communication between teachers, students, and parents is important to foster a culture of integrity around AI use.

- **Teachers:**
  - Share academic integrity expectations for each course.
  - Share and discuss the Responsible Use of Technology Agreement.
  - Provide guidance on the permitted uses of AI tools within their specific classroom contexts.
  - Review and update classroom expectations as AI technology evolves.
  - Apply professional judgment to effectively support students.
- **Students:**
  - Seek clarification from teachers regarding the appropriate use of AI in classroom activities and assessments.
  - Be transparent about the use of AI tools in their work, as required by their teachers.
  - Review and sign the Responsible Use of Technology Agreement.

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- **Parents:**
  - Have conversations with your child and teacher about classroom expectations regarding responsible uses of AI.
  - Check in with your child about any challenges they are facing and help them find ways to support their own learning.

The Role of Large Scale Tests

What are the Literacy and Numeracy Screening Assessments?

Alberta Education mandated Literacy and Numeracy Screening Assessments for all students in Kindergarten to Grade 3. These screening assessments will help teachers identify students in the critical early years who are most in need of additional support and provide a means to monitor growth over time. Below are descriptions of each assessment:

- The **Rapid Automatized Naming (RAN)** assesses children's and students' cognitive speed and automaticity of digit recognition.
- **The Phonological Awareness Screening Test (PAST)** assesses children's and students' phonemic awareness and proficiency.
- The **Castles and Coltheart 3 (CC3)** assessment is an English word-reading test designed to identify the nature of a student's reading difficulties. The CC3 assesses a student's ability to recall familiar and irregular words, and their ability to sound out non-words that were created specially for this assessment and are meant to be fictitious and without meaning.
- The **Letter Name-Sound (LeNS)** assesses a student's ability to sound out single letters and letter combinations.
- The **Provincial Numeracy Screening Assessment** is a collection of tasks designed to help teachers understand their students' underlying knowledge of the number system, basic number operations and proportional reasoning skills.

Which Provincial Literacy and Numeracy Screening Assessments apply to each grade?

- **Kindergarten**
  - January, 2026
    - RAN
    - Kindergarten PAST
    - Kindergarten LeNS
    - Kindergarten Provincial Numeracy Assessment
- **Grade 1**
  - September, 2025
    - RAN
    - Grade 1 PAST
    - Grade 1 September LeNS
    - Grade 1 Provincial Numeracy Assessment
  - January, 2026
    - Grade 1 January LeNs
    - CC3
    - Grade 1 Provincial Numeracy Assessment
  - May, 2026 - For students identified in January as 'at risk' based on their scores
    - Grade 1 LeNs
    - CC3

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        - Grade 1 Provincial Numeracy Assessment
    - May, 2026 - For students identified in January as ‘at risk’ based on their scores
        - Grade 1 LeNs
        - CC3

- **Grade 2**
    - September, 2025
        - LeNS
        - CC3
        - Provincial Numeracy Assessment
    - January, 2026
        - LeNs
        - CC3
        - Provincial Numeracy Assessment
    - May, 2026 - For students identified in January as ‘at risk’ based on their scores
        - LeNs
        - CC3
        - Provincial Numeracy Assessment
- **Grade 3**
    - September, 2025
        - CC3
        - Provincial Numeracy Assessment
    - January, 2026
        - CC3
        - Provincial Numeracy Assessment
    - May, 2026 - For students identified in January as ‘at risk’ based on their scores
        - CC3
        - Provincial Numeracy Assessment

What is the Canadian Achievement Test (CAT4)?

The **Canadian Achievement Test (CAT4)** measures students’ reading comprehension, mathematics, computation and estimation skills. CAT4 will support instruction and planning for interventions and supports. The CAT4 is administered in the fall and again in the spring to provide information about student growth.

Who takes the CAT4?

- students in Grade 4 to Grade 9 including French immersion and bilingual programs

The CAT4 Fall administration dates are September 15, 2025–September 26, 2025.

The CAT4 Spring administration dates are April 27, 2026–May 8, 2026.

What is the Highest Level of Achievement Test (HLAT)?

The **Highest Level of Achievement Test (HLAT)** measures students’ writing skills compared with the Alberta curriculum in language arts.

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Who takes the HLAT?

- students in Grade 1 to Grade 9 in English language arts
- students in Grade 2 to Grade 9 in French Immersion and bilingual programs*
- students in Grade 8 and Grade 9 in Late French Immersion
- *The bilingual HLAT is called the bilingual writing assessment tool and is specific to certain languages (e.g., Chinese bilingual writing assessment tool, Arabic bilingual writing assessment tool).

The HLAT administration dates for students in English Language Arts are April 13–April 17, 2026.

What are Provincial Achievement Tests?

The **Provincial Achievement Tests (PATs)** measure how well students across Alberta are learning content as described in the curriculum. Average PAT scores for the school are shared publicly to show how Alberta students are doing, compared to provincial standards. Results from PATs help schools, school authorities and the province monitor and improve student learning.

While PATs are an important part of determining student growth and achievement, they are one part of the assessment process.

According to **Alberta Education**:
"PATs are only one of many ways to evaluate student learning and are not meant to replace day-to-day teacher observations and classroom assessment. They are sources of information that must be interpreted, used and communicated within the context of regular and continuous assessment by classroom teachers."

Who takes PATs?

- students in Grade 6 and Grade 9 in English or French language arts, math, science and social studies write PATs

When are PATs administered?

- PATs are typically administered in the spring through the Digital Assessment Platform, Vretta (PATs may be administered in January for Division schools in a semestered program).
- PAT dates can be found on the Provincial Achievement Tests website.

The Alberta government requires school divisions to report the scores from Grades 6 and Grade 9 PATs to parents/guardians. We will report the unofficial results of the multiple-choice parts of the PATS to parents/guardians in the students' progress report comment.

What is the Math Intervention/Programming Instrument (MIPI)?

The **Math Intervention/Programming Instrument (MIPI)** measures students' knowledge of the previous year's math curriculum. It shows teachers how well students understand different math concepts so they can identify appropriate programming for students.

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Who takes the MIPI?

- students in Grade 10C, including those in French immersion programs

The MIPI test(s) will be administered during the administration window in early September, 2025.
For students writing the MIPI in the second semester, the administration window will be in early February, 2026.

What is the Grade 12 Diploma Examinations program?

The **Grade 12 Diploma Examinations Program**:

- certifies the level of individual student achievement in selected Grade 12 courses
- helps maintain province-wide standards of achievement
- reports individual and group results

For all 30-level diploma courses, the school mark will be weighted at 70 per cent of the student's final mark, and the diploma examination mark will be weighted at 30 per cent of the final mark. To pass a diploma course, a student must earn a final 'blended' mark of at least 50 per cent.

More information about the Diploma Examination Program is available online at Diploma exams.
The diploma exam schedule for 2025-2026 can be found at Diploma exams - overview.

International Baccalaureate Diploma Programme and Career-related Programme Examination 2026 Schedule

Group 1 - Language A - English
IB English A: Literature HL
Exams: Thursday, May 7, paper 1 (12:30 pm) and Friday, May 8, paper 2 (8:30 am)
Group 2 - Language B - French
IB French B SL
Exams: Tuesday, May 19 (12:30 pm- paper 1 & paper 2- reading comp) and Wednesday, May 20 (8:30 am- paper 2-listening comp)
Group 3 - History - Individuals and Societies (Social Studies)
IB History HL
Exams: Monday, May 4 (12:30 pm- paper 1 & paper 2) & Tuesday, May 5 (8:30 am- paper 3)
Group 4 - Experimental Science - Biology
IB Biology SL
Exams: Monday, May 11 (12:30 pm - paper 1 - 1a and 1b) & Tuesday, May 12 (8:30 am - paper 2)
Group 5 - Mathematics
IB Mathematics SL - Analysis and Approaches
Exams: Thursday, May 14 (12:30 pm - paper 1) & Friday, May 15 (8:30 am - paper 2)
Group 6 - Arts – Dance/Film/Visual Arts
IB Dance HL/SL
Exams: students do not sit examinations. All dance assessments are submitted March 15, April 20, and April 30.
IB Film SL
Exams: students do not sit examinations. All film assessments are submitted March 15, April 20, and April 30.
IB Visual Arts HL/SL
Exams: students do not sit examinations. All visual art assessments are submitted March 15, April 20, and April 30.
Diploma and Career-related programme Core
CAS (DP), TOK (DP), Extended Essay (DP), Reflective Project (CP)
Exams: students do not sit examinations for core components. All core assessments are submitted for assessment and moderation (March 15 and April 20).

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