



International
Baccalaureate
Diploma Programme
Policy Manual

2025-2026

Table of Contents

About TCIS	4
Admissions Policy	7
Academic Honesty Policy	13
Language Policy	22
Inclusion Policy	34
Assessment Policy	42
REFERENCES	52

About TCIS

Since its beginning in 1995, the Thai-Chinese International School (TCIS) has offered an Age 2 through Grade 12 American-curriculum college-preparatory academic program. We are accredited by the Western Association of Schools and Colleges (WASC) and offer multiple Advanced Placement high school courses.

We take pride in our daily instruction in English, Chinese, and Thai languages. Our graduates are regularly accepted at major colleges and universities in North America, Asia, and Europe.

Our Mission

The TCIS MISSION is to deliver a challenging, inquiry-based international education that builds knowledgeable, compassionate leaders. We develop critical thinkers and multilingual communicators fluent in English, Chinese, and Thai, empowering them to impact communities and foster a peaceful, inclusive world.

Our Vision

The TCIS VISION is to empower students with diverse academic pathways that foster critical thinking, collaboration, and communication. We strive to develop compassionate, knowledgeable leaders who embrace intercultural understanding and respect. Through rigorous international education, we inspire students to become lifelong learners and responsible global citizens, contributing positively to local and global communities in pursuit of a peaceful, inclusive world.

Our Schoolwide Learning Outcomes

Global Citizens

Empowered, responsible contributors to local and global communities, embracing intercultural understanding and fostering mutual respect to inspire peaceful, positive change.

Open-Minded Thinkers

- Reflective individuals who value cultural awareness, approach new ideas with curiosity, creativity, and thoughtful consideration of multiple perspectives.

Well-Balanced Individuals

- Pursuing intellectual, physical, and emotional well-being to support both personal growth and academic achievement.

Optimistic Risk-Takers

- Resilient learners who face challenges with confidence, take thoughtful risks, and grow from experiences, striving to make a lasting, positive impact.

Lifelong Learners

- Inquisitive, adaptable minds dedicated to growth, welcoming new knowledge, skills, and perspectives across all life stages.

Voices for Collaboration

- Empathetic communicators who value diverse viewpoints, working together across cultures to achieve shared goals.

Empathetic Leaders

- Caring and principled leaders who act ethically, reflect on their actions, and show a commitment to creating a more compassionate world.

Solution-Oriented Problem Solvers

- Innovative and critical thinkers who use knowledge responsibly to address challenges, aiming for solutions that benefit communities worldwide.

Admissions Policy

IB Diploma Program at TCIS

Aligned with the IB philosophy, our mission is to develop inquiring, knowledgeable, and caring young people who are motivated to succeed. We aim to develop students who demonstrate the IB Learner Profile attributes and are committed to holistic education.

TCIS School-wide Admissions Policy

The TCIS admissions policy is designed to promote a welcoming, inclusive environment while ensuring that admitted students can benefit from the academic programs offered. TCIS does not discriminate on the basis of race, religion, gender, or nationality and considers applicants based on eligibility and available space.

Admissions Process and Requirements

Age Eligibility and Grade Placement: Students aged 2 to 18 are eligible for admission, with age-specific requirements for each grade. Students in Grade 1 through Grade 10 coming from accredited international schools may receive placement adjustments upon approval by the Head of School. Children who are more than one year above the typical age for a grade level will generally not be considered for admission, though exceptions may be granted by the Head of School.

Application and Documentation: The admissions process includes a personal interview, a review of prior school records, and proficiency testing (including MAP and WIDA assessments) for non-native English speakers. At the Secondary school level, applicants must provide transcripts from previous schools to determine the appropriate grade placement and to ensure a timely graduation. Admission is contingent upon completion of required documentation per Thai Ministry of Education standards.

Multilingual Learners: A prerequisite of placement will be that the student demonstrates either (a) grade level competency in English and mathematics or (b) the intellectual potential to benefit from the English Language Learner (ELL) course through our Student Support Services.

Student Support: While TCIS cannot accommodate students with moderate to severe learning needs, students with mild learning challenges may be admitted if their needs can be met within the school's available resources.

Conditional and Probationary Admissions: The Head of School reserves the right to offer conditional acceptance if a student's compatibility with the TCIS curriculum is uncertain, or to decline admission if student needs exceed the school's resources.

This admissions structure ensures TCIS's commitment to a fair and structured process, upholding both academic standards and Thai educational regulations. A full description can be found in the [TCIS Student/Parent Handbook](#).

IB Diploma Programme Admission Qualifications and Procedures

Our diploma programme admissions process is grounded in the International Baccalaureate (IB) mission to develop inquiring, knowledgeable, and caring young people who are motivated to create a better and more peaceful world through intercultural understanding and respect. We seek to admit students who demonstrate the potential to embody the IB Learner Profile attributes, such as being open-minded, reflective, and principled. We are committed to admitting students who exhibit academic potential and a commitment to the rigors of the IB Diploma Programme. By aligning our admissions process with these values, we aim to foster a diverse and inclusive community of learners committed to holistic education and global citizenship.

IB Diploma Programme Full Diploma and Course-Only Enrollment:

Initial enrollment is available for students entering Grade 11. All IBDP courses are two-year courses, and students must complete the full course and accompanying external assessments to receive IBDP credit on their transcript. Students who join IBDP courses but choose not to continue in the IB Diploma Programme or sit the external assessment may still receive TCIS course credit to count toward their graduation requirements.

To ensure a supportive and focused learning environment, class sizes for IBDP courses are capped at 18 students, including both full Diploma Programme candidates and students enrolled in individual IB courses. This policy reflects TCIS's commitment to maintaining high-quality instruction and personalized attention within the rigorous framework of the IBDP.

Holistic Assessment of IB Diploma Programme Applicants

Our IBDP admissions process involves a holistic assessment approach that considers both academic achievements and non-academic qualities. In addition to evaluating academic performance, we place significant emphasis on attributes such as creativity, international-mindedness, and personal reflection, particularly for students who pursue the full diploma. Applicants are encouraged to showcase their engagement in activities that demonstrate these qualities, such as involvement in community service, cultural exchanges, and reflective learning experiences. We seek to admit students who not only excel academically but also embody the IB Learner Profile attributes, indicating their readiness for the comprehensive and challenging nature of the IB Diploma Programme.

Criteria for IB Diploma Programme (Full Diploma) Admission:

All students seeking admission to the IB Diploma Programme will be expected to:

- Have successfully completed grades 9 and 10 with no semester grades below a B.
- Have a most recent English Language Arts grade of B+ or higher.
- Satisfy the prerequisites for intended subjects as listed in the course catalog.
- Demonstrate a good work ethic, including consistent attendance, punctuality, preparation and participation in lessons, completion of homework, and meeting deadlines.

Required Documents for Application

- (a) Application form and portfolio including the following elements:
 - (i) Copies of the final report card from grade 9 and the most recent report card from grade 10.
 - (ii) Letter of intent written by the student on “Why do I want to become an IB Diploma Program student?”
 - (iii) Artifacts and descriptions documenting the student’s community service, extracurricular activities, and achievements during 9th and 10th grades
- (b) Three sealed letters of recommendation written by 10th grade course teachers, a member of the Student Services team, or the administrative team delivered directly to the IB Diploma Programme coordinator (not given to the student).
- (c) A copy of the student’s attendance, discipline, and academic honesty records

Other than the documents listed above, the school may request more information as necessary (a written document, an interview, etc.) from the student and/or his/her legal guardians.

Criteria for IB Diploma Programme Course-Only Admission:

All students seeking admission to individual IBDP Courses without intentions to complete the full diploma will be expected to:

- Have successfully completed grades 9 and 10 with no semester grades below a B for courses within the same subject group.
- Have a most recent English Language Arts grade of B+ or higher (waived for Thai A and Chinese A).
- Satisfy the prerequisites for intended subjects as listed in the course catalog.
- Demonstrate a good work ethic, including consistent attendance, punctuality, preparation and participation in lessons, completion of homework, and meeting deadlines.

Required Documents for Application

- (a) Application form and portfolio including the following elements:
 - (i) Copies of the final report card from grade 9 and the most recent report card from grade 10.
 - (ii) Letter of intent written by the student on “Why do I want to become an IBDP course student?”
- (b) One sealed letter of recommendation written by the 9th or 10th grade course teacher for the same subject group, delivered directly to the IB Diploma Programme coordinator (not given to the student).
- (c) A copy of the student’s attendance, discipline, and academic honesty records

Other than the documents listed above, the school may request more information as necessary (a written document, an interview, etc.) from the student and/or his/her legal guardians.

External Candidates and New Students for Grades 11-12

Currently, TCIS does not accept external candidates for direct admission into Grades 11-12, including the IBDP, except under extraordinary circumstances. This ensures that all students have adequate time to integrate into the TCIS community, become familiar with the school's academic and cultural expectations, and receive the necessary preparation to succeed in the rigorous IB curriculum.

Timeline for IB Diploma Programme Application and Decision

The application process for the IB Diploma Programme follows a structured timeline to ensure clarity and transparency. Applications open on the first day of Quarter 2, with a submission deadline of the last school day of December. Interviews will be scheduled during the first two weeks of class in January. Admission decisions will be communicated to applicants and their guardians by February 15th. This timeline allows sufficient time for applicants to prepare their materials and for the admissions committee to conduct a thorough review.

Communication of Expectations

Upon admission, students and their families will receive a comprehensive orientation packet that outlines the expectations of the IB Diploma Programme. This includes detailed information about academic workload, the importance of academic honesty, and the requirements for core components such as CAS, TOK, and the Extended Essay. We emphasize the importance of self-management, ethical conduct, and active participation in all aspects of the program to ensure students are fully prepared for the IB journey.

Admission Policy Committee and Responsibilities:

The committee is responsible for ensuring the admissions process is fair, transparent, and aligned with the IB philosophy. Decisions are made holistically, considering both academic and non-academic qualities of applicants.

The committee is comprised of the following members:

- IBDP Coordinator
- IBDP Teachers (2)
- Guidance Counselor
- Head of Chinese
- Thai Director
- Head of High School

Appeals Process

Admission decisions will be communicated to applicants and their guardians within the specified timeline. Applicants who wish to appeal an admissions decision may do so by submitting a formal appeal request to the admissions committee within two weeks of receiving the decision. The appeal must include a detailed explanation of the grounds for reconsideration and any additional supporting documentation. The appeals will be reviewed by the committee, and a final decision will be communicated to the applicant within two weeks of the appeal submission.

Policy Review and Updates

The admissions policy is reviewed annually to ensure alignment with current IB standards and practices. Revisions may be made to reflect updates in IB requirements or to enhance the admissions process. Any changes to the policy will be communicated to prospective applicants and the school community in a timely manner.

Academic Honesty Policy

Promoting Transparency and Understanding

The International Baccalaureate (IB) programme emphasizes critical thinking and creativity, encouraging students to express their ideas through various means such as oral presentations, visual representations, and writing. In today's world, where information and opinions abound, it is essential to guide students in navigating these waters so that they can confidently articulate what they have learned while explicitly disclosing how they have constructed their ideas and the views they have adopted or dismissed. This is the essence of academic honesty - making knowledge, understanding, and thinking transparent.

Academic honesty is a fundamental aspect of the IB education and should be instilled in students from an early age. To master the technical aspects of academic honesty, such as accurately citing and referencing sources, students must first comprehend how knowledge is constructed and their role in advancing knowledge construction and building understanding. Therefore, understanding the concepts and values behind academic honesty is essential before mastering the technical skills.

Creating a secure and supportive learning environment where students can explore ideas and make visible the development of their own thinking is crucial to fostering academically honest behaviors and instilling the values and principles that underlie such behaviors. The attributes of the IB learner profile play an important role in nurturing such an environment. This guide aims to assist schools, teachers, and parents in providing such a learning environment and in helping students of all ages cultivate academic honesty in all their studies. (Academic Honesty in the IB Educational Context, 2014)

The Philosophy and Importance of Academic Honesty

Academic honesty, trust, and ethical behavior are the building blocks of any educational institution. They are the foundation of the school community, and any dishonest behavior can erode this foundation. At TCIS, honesty and integrity are at the core of the International Baccalaureate (IB) programme, and they form a fundamental aspect of the high standards that all TCIS students should uphold.

Our school strives to foster a culture of integrity and personal character. Academic dishonesty includes various behaviors such as cheating, lying, stealing, plagiarism, unauthorized collaboration, fabrication of information, skipping class on the day of an assessment, grade alteration, and signature forgery. Any allegation of academic dishonesty will be thoroughly investigated, and appropriate disciplinary measures will be taken to ensure the maintenance of academic integrity.

In summary, TCIS believes in promoting academic honesty, personal integrity, and trust, as they are fundamental aspects of the school's mission and the IB programme. TCIS aims to cultivate a culture of honesty and responsibility among our students and expect them to live by high ethical standards.

Defining Academic Integrity at TCIS

By maintaining a culture of integrity and responsibility, TCIS continues to ensure that our stakeholders are a community that values and fosters academic honesty. TCIS urges all students to take personal responsibility for their academic work and to commit to upholding the values of honesty and integrity in all aspects of their educational experience.

The academically honest student:

- documents source material in a formal and appropriate manner
- uses direct quotations appropriately
- understands the concept of plagiarism as used in school and life
- understands the consequences of academic misconduct regarding both school-based work and external examinations
- acknowledges explicitly and appropriately help provided by another person
- follows all examination rules

The academically honest student does not:

- give another student his/her work to copy
- use notes during a test unless allowed by the teacher or permitted by the examination rules
- do homework for another student
- copy the internal assessment work of other students
- present material written by another as his/her own
- purchase and submit pieces of writing written by some else (print & electronic sources)

- write essays for other students
- hand in work as his/her own which has been copied from another student or the internet
- use electronic aids when not allowed
- use AI without proper attribution

Special Notes About Artificial Intelligence

At TCIS, we recognize the evolving role of Artificial Intelligence (AI) in education and its potential to enhance learning experiences. However, we are equally committed to upholding academic integrity, promoting original thought, and ensuring compliance with both the International Baccalaureate (IB) policies and TCIS guidelines regarding the use of AI.

IB Policy on Artificial Intelligence

The International Baccalaureate has established clear expectations regarding the ethical and appropriate use of AI tools in student work. Key aspects include:

1. **Originality of Work:** All work submitted for assessment must be the student's own. AI-generated content cannot be presented as the student's original thought or contribution.
2. **Proper Attribution:** If students use AI tools (e.g., for grammar suggestions or idea refinement), they must clearly indicate the use of such tools and acknowledge them appropriately.
3. **Role of AI in Assessments:** AI must not undermine the principles of authentic assessment. Students are expected to demonstrate their own understanding, critical thinking, and analysis without relying on AI to complete their tasks.

TCIS Policy on Artificial Intelligence

At TCIS, we uphold the IB's policies on AI while providing additional clarity on its responsible use:

1. **Ethical Use:** AI tools, such as language models, translation software, or content generators, may be used as supplementary aids but must not replace the student's independent work.
2. **Transparency:** Students are required to disclose when and how AI tools are used in their assignments, ensuring full transparency and integrity.
3. **Educational Purpose:** TCIS encourages the use of AI to enhance learning, such as exploring concepts, improving grammar, or brainstorming ideas, provided it is done ethically and under teacher guidance.

4. **Misuse and Consequences:** Misuse of AI, including presenting AI-generated work as one's own or using it to circumvent academic honesty principles, will be treated as a violation of the TCIS Academic Integrity Policy and may result in disciplinary action.

Student Awareness and Support

To ensure students understand these policies, TCIS provides:

- **Workshops:** Regular sessions on the ethical use of AI in education.
- **Guidelines:** Clear instructions for attributing AI use in their work.
- **Teacher Guidance:** Support for integrating AI responsibly as a learning tool.

These measures ensure that AI is used responsibly and ethically, aligning with both TCIS's mission and the IB's standards of academic excellence and integrity.

Upholding Academic Integrity at TCIS

Plagiarism is a serious form of academic dishonesty that undermines the foundation of academic integrity at Thai-Chinese International School (TCIS). Plagiarism includes any misrepresentation of another's work as one's own, including copying sentences, phrases, images, entire essays, passages from an undocumented source, musical scores, art, photographs, and other similar works. It also includes using an author's argument or point of view and representing them as one's own.

At TCIS, all students uphold the highest standards of academic honesty. If in doubt, students should acknowledge the source. It is important to note that parents and tutors may be consulted as resources, but they are not to complete assignments for students. While it is appropriate for parents and tutors to help students by asking questions to clarify a student's thoughts or by discussing concepts and ideas related to an assignment, assistance beyond this level can result in plagiarism or cheating.

At TCIS, all students must take personal responsibility for their academic work. Any violation of academic honesty will result in severe disciplinary action. By upholding the values of honesty and integrity in all aspects of their educational experience, students can contribute to maintaining a culture of integrity and responsibility at TCIS.

Consequences for Violations of Academic Honesty

Thai-Chinese International School has clear consequences in place for any violations of academic honesty. The school distinguishes between TCIS assessments and IB assessments, which contribute to a final IB mark. For TCIS assessments, our policy emphasizes maintaining academic integrity in daily coursework, exams, and assignments, with disciplinary actions tailored to the school's internal guidelines. For IB assessments, TCIS strictly follows the IB's academic honesty policy, including its procedures for investigating and reporting violations, with consequences that could impact the student's eligibility for the IB Diploma.

For TCIS Assessments, the consequences are outlined as follows:

- **First Offense:** The student will receive a formal notification sent to their parents, along with a possible in-school suspension. Additionally, the student will be required to complete an alternative assessment to demonstrate their understanding of the material in an academically honest manner. The maximum score on this alternative assessment is 75%.
- **Second Offense:** The student will receive a formal letter sent to their parents, and the student will face a one-day suspension from school. Before the student can return to school, a mandatory meeting with the Principal, the student, and their parents will take place. The grade for the assignment will be an automatic F.
- **Subsequent Offenses:** In the case of further violations of the academic honesty policy, the student may be subject to more severe consequences, which could include long-term suspension or expulsion from the school.

It is important to note that if any universities or colleges ask TCIS for information regarding suspensions or other disciplinary actions, TCIS will disclose the violation to the inquiring institution(s). Furthermore, the student may also be suspended or removed from elected or appointed leadership positions (such as NHS or Student Council) for the current school year.

For IB assessments, the consequences are as follows, according to official IB sanctions for any violations of academic honesty:

- **Negligible plagiarism:** If the amount of plagiarism is considered negligible, the student will receive zero marks for the assessment component. However, a grade will still be awarded for the subject.

- Plagiarism in entirety: If a student is found to have plagiarized all or part of any assignment, no grade will be awarded for the subject. This automatically means that no Diploma can be awarded.
- Examination transgressions: Any transgressions during an examination will result in no grade being awarded for the specific subject involved.
- Falsified CAS record: If a candidate falsifies a CAS record, no Diploma will be issued until 12 months after the examination session has passed. The CAS record will need to be correctly completed before the Diploma is issued.

These IB sanctions are in place to ensure that all students maintain the highest standards of academic integrity. Any violations will be taken seriously and appropriate actions will be taken to maintain the credibility and reputation of the International Baccalaureate program.

Academic Honesty Education Program

To support our IB Diploma Programme students, TCIS has developed an “Intro to IBDP” course. Among other topics, this course includes an Academic Honesty Education Program, which provides a comprehensive overview of academic honesty and equips students with the skills necessary to maintain integrity in their academic work. Key topics covered in the class include:

- An introduction to academic honesty and its significance in the IB context.
- Understanding and identifying malpractice, including what constitutes collusion, plagiarism, and duplication of work.
- Developing proper research skills, including time management, locating reliable sources, and ethical data collection.
- Instruction on how to properly cite sources using accepted citation styles.
- Guidance on using tools like Turnitin.com to validate the originality of their work and understand the importance of originality reports.

The academic honesty education program is designed to cultivate a deep understanding of the importance of integrity in all academic endeavors. The program aims to:

1. Educate students on their essential role in upholding academic honesty in their work.
2. Encourage the development of values and skills that support lifelong learning and ethical scholarship.
3. Promote academic honesty through active engagement with peers, teachers, and librarians.

4. Foster a school philosophy that prioritizes good academic practices and integrity.

By providing this foundational education, TCIS aims to empower students to approach their studies with a strong ethical framework and a commitment to maintaining academic integrity throughout their educational journey.

Roles and Responsibilities in Promoting Academic Honesty

To ensure that the IB's educational goals are upheld and academic honesty is promoted, it is crucial for all stakeholders to accept their roles in fostering a culture of integrity. Below are the roles and responsibilities of each stakeholder:

IB Diploma Programme Coordinator:

- Educate students on academic honesty and provide support in acquiring skills related to the IB Core course.
- Ensure that all faculty members are informed of the IB Policy Manual, particularly the policies related to academic honesty.
- Educate parents about the IB Policy Manual, including the policy on academic honesty.
- Provide support and intervention for students who may violate the academic honesty policy.
- Report any violations of the academic policy on IB assessments to the IB.

Librarian:

- Provide support for research and information literacy skills.
- Assist teachers in implementing the research skills curriculum.
- Support students in curating materials and databases.
- Reinforce the IB's academic honesty expectations.
- Provide guidance on proper reference and citation practices.
- Maintain the Turnitin.com & Grammarly services and provide training for students and teachers.

Student:

- Submit original work that is their own intellectual property.
- Acknowledge the work and ideas of others through proper reference and citations.
- Validate their work by submitting it to Turnitin.com & Grammarly.
- Manage their time well and meet internal assessment deadlines.
- Support their classmates by reinforcing academic honesty within their cohort.
- If suspected of an academic honesty violation, provide evidence to support the originality of their work.

Parents:

- Reinforce academic honesty at home by discussing it with your children.
- Monitor the activities of supplemental education service providers to ensure they are adhering to the IB Academic Honesty Policy.

Teachers:

- Clearly explain academic honesty and educate students about it in the context of their discipline.
- Provide regular feedback to students and ensure that you are familiar with the quality of their original work.
- Structure assignments in a way that promotes integrity and work originality.
- Monitor student work on assessments and ensure that they are being administered under appropriate conditions.
- Use Turnitin.com to deter and detect plagiarism.
- Report any suspected violations of academic honesty to the administration immediately.

Administration:

- Ensure that all members of the community are familiar with the IB Policy Manual, including the academic honesty policy.

- Supervise teachers and ensure that students are informed about academic honesty.
- Respond swiftly and appropriately if the academic honesty policy is violated.
- Maintain the integrity of the IB Diploma Programme by enforcing all policies, including the academic honesty policy.

Policy Review and Updates

The academic honesty policy is reviewed annually to ensure alignment with current IB standards and practices. Revisions may be made to reflect updates in IB requirements or to enhance the academic honesty education and review process. Any changes to the policy will be communicated to prospective applicants and the school community in a timely manner.

Language Policy

TCIS Language Philosophy

At TCIS, we believe that language is at the core of thought, of what it means to be human, of identity, of culture, and of education, particularly so in international education. As such, language plays a key role in the development of our students as lifelong learners, as international-minded global citizens, and as human beings. The power and beauty of human language lies in its diversity, complexity, and capacity for infinite variety. Literature is a fantastically stimulating means to spark independent thought, critical thinking and learning. Characters in literature are mouthpieces through which provocative ideas on eternally relevant aspects of life are conveyed. Books can be inspiring, thought-provoking and integral to students developing their own philosophies and interpretations of life, society, relationships, and ethics.

TCIS is a tri-lingual school and all students are required to learn English, Chinese, and Thai. English is the medium of instruction for all subjects apart from Chinese, Thai, and any other languages. As an international school, students join TCIS with varying degrees of ability in English; for many of our new students English has been an additional or foreign language. This is why we have both ELL (English Language Learners) courses and support, and English Language Arts as school subjects, and we view both of these as being very much on the same continuum. In ELL the focus is on helping students to master the structures and systems of the English language, while English Language Arts has a greater focus on the intricacies, subtleties and nuances of higher-level English language and literature. The plan is always for students to progress up the different ELL levels and then on to English Language Arts as soon as they are ready.

TCIS and IBDP Language Classifications

The IB refers to a subject as “Language A” when it is studied as a first, or native, language. This does not mean that all students taking a Language A have to speak it as their native tongue, but rather that the level at which the language is studied is approximately that of a first-language user; in practice this means that students will already have a high level of proficiency in the language when they start taking it as a Language A and the approaches used to teach it are those of first-language instruction. Language B refers to courses being taught to students for whom the language is clearly a second or foreign language; although this may be studied at a variety of levels ranging from complete beginners to more advanced.

Essentially, and with respect to IB terminology, ELL is what we call English studied as “Language B” and English Language Arts is English as a “Language A”. For Thai and Chinese, the terminology employed at TCIS is Foreign Tongue (Language B in IB terms) and Mother Tongue (IB Language A).

Language Profile and Placement

Student Language Profile

At TCIS, we recognize the diverse linguistic backgrounds of our students and the importance of understanding each student’s unique language profile. During the enrollment process, we gather detailed information about students’ language backgrounds to ensure that our language programs meet their individual needs. This information includes:

- Native Language(s)
- Language Proficiency
- Previous Language Learning Experiences
- Language Use in Daily Life

By gathering this information, we aim to create a comprehensive language profile for each student, which serves as the foundation for their individualized language learning plan.

Language Placement

To ensure that students are placed in the most appropriate language courses, we use a systematic and flexible placement process. This process considers the student’s language background, proficiency levels, and learning goals, allowing us to tailor our language instruction to meet their specific needs.

- Initial Language Assessment: Upon enrollment, students undergo a language assessment to evaluate their proficiency in English, Chinese, and Thai. This assessment may include oral interviews, reading and writing exercises, and standardized language tests. The results provide a baseline for determining the appropriate starting level in each language.
- Placement Criteria:
 - Students are placed in Language A courses if they demonstrate a high level of proficiency in a language, typically at a level equivalent to that of a native or near-native speaker.

- Language B Placement: Students are placed in Language B courses when they are learning the language as a second or foreign language.
- Parental and Student Involvement: We involve both students and parents in the placement process to ensure transparency and understanding. Parents are informed of the initial placement decisions and have the opportunity to discuss the placement with teachers and the IB Coordinator. Students are encouraged to reflect on their language learning goals and preferences, contributing to the decision-making process.

Support for Multilingual Learners

TCIS is committed to supporting the language development of all students, recognizing the importance of both learning new languages and maintaining mother tongue proficiency. Our approach is multifaceted, providing targeted support for English Language Learners (ELL) and resources to help students maintain and develop their mother tongue languages. Additionally, we utilize the school library and a variety of learning resources to enrich students' language learning experiences.

ELL (English Language Learners) Support

For many students at TCIS, English is an additional language, and our ELL program is designed to support these students in achieving proficiency. Our ELL program is structured to cater to varying levels of English language ability, with a focus on helping students build foundational skills and gradually progress to more advanced language use.

Initial English Language Placement and Program Structure

All non-native English-speaking applicants complete the WIDA Language Screener, an assessment tool that informs placement by measuring English proficiency. Students who demonstrate a need for language support are placed in the ELL program, which offers a structured combination of intensive English instruction and targeted interventions.

- Sheltered ELL Classes (Grades 5-11): ELL classes replace mainstream English classes, offering an 80-minute daily period of immersive language instruction tailored to students below Level 2 on the WIDA scale.
- Guided Reading (Grades 3-10): For students who reach Level 3, the Guided Reading class provides supplemental reading and vocabulary instruction as well as additional academic support, such as language clarification, grammar assistance, and individualized resources to aid success in mainstream courses.

Each level of the ELL program offers tailored instruction that meets students where they are in their language development. Teachers use a variety of strategies, such as scaffolding, visual aids, and interactive activities, to make learning accessible and engaging. Small group instruction and individualized support are provided to address the unique needs of each student.

The ELL program is designed to facilitate the smooth integration of students into mainstream classes. As students progress through the ELL levels, they are gradually introduced to more complex language tasks and academic content, enabling them to transition confidently into English Language Arts and other subject areas.

Mother Tongue Support

At TCIS, we understand the importance of maintaining and developing students' mother tongue languages. We believe that strong proficiency in the mother tongue supports overall cognitive development and enhances learning in additional languages.

- **Language Maintenance and Development:** For students whose mother tongue is not one of the primary languages offered at TCIS, we provide support for maintaining and developing these languages. This may include access to resources in their native language, encouragement to use their mother tongue in various settings, and opportunities for self-study.
- **Cultural Celebrations and Language Days:** We celebrate the linguistic and cultural diversity of our student body through events such as International Mother Language Day, cultural festivals, and language exchange activities. These events provide students with opportunities to share their language and culture with the school community, promoting a sense of pride and belonging.

Library and Resources

The TCIS library plays a central role in supporting language development by providing a wide range of resources for students to explore and enhance their language skills.

- **Multilingual Collection:** Our library houses a diverse collection of books and materials in multiple languages, including English, Chinese, Thai, and other world languages. This collection supports students in accessing literature and informational texts in their mother tongue, as well as in the additional languages they are learning.
- **Language Support Services:** Librarians at TCIS are trained to assist students in finding language-appropriate materials and using language learning tools

effectively. They also collaborate with teachers to integrate library resources into language instruction, providing support for classroom activities and projects.

Language Learning in the IB Diploma Programme

In the IB Diploma Programme at TCIS, we provide a range of language courses designed to cater to the diverse linguistic backgrounds and interests of our students. Our course offerings allow students to deepen their understanding of language and literature while developing strong communication skills in multiple languages.

Course Offerings

We offer the following language courses at both Standard Level (SL) and Higher Level (HL):

- Language A:
 - English A: Language and Literature (SL/HL): This course explores both literary and non-literary texts, focusing on the relationship between language and meaning.
 - Chinese A: Language and Literature (SL/HL): This course explores both literary and non-literary texts, focusing on the relationship between language and meaning.
 - Thai A: Language and Literature (SL/HL): This course explores both literary and non-literary texts, focusing on the relationship between language and meaning.
- Language B:
 - English B (SL/HL): For students learning English as an additional language, this course focuses on developing communicative competence through the study of various texts, cultural topics, and interactive activities.
 - Chinese B (SL/HL): This course is designed for students who are learning Chinese as an additional language. It emphasizes language acquisition, practical communication skills, and cultural understanding.
 - Thai B (SL/HL): Thai B is for students learning Thai as an additional language. The course covers language use in a variety of contexts, enhancing students' ability to communicate effectively and understand Thai culture.

Student Language Proficiency Evaluation

To ensure that students are placed in appropriate language courses aligned with their abilities and the IB Diploma Programme (DP) requirements, TCIS employs a systematic process for evaluating language proficiency:

- **Initial Language Assessments:** Upon entering TCIS, students are assessed in English, Chinese, and Thai through a combination of oral interviews, writing samples, reading comprehension exercises, and standardized tools such as the WIDA Language Screener. These assessments establish a baseline for each student's language abilities.
- **Placement Based on Proficiency:** Students demonstrating native or near-native fluency are placed in Language A courses. Students learning a language as an additional or foreign language are placed in Language B courses at the appropriate level, ensuring they meet the criteria for either Standard Level (SL) or Higher Level (HL).

Compliance with IB Pathway Requirements

TCIS ensures compliance with the IB's requirement for the number of years a language is studied and appropriate DP pathways:

- **Language A Requirements:** Students taking a Language A course are expected to have developed a high level of fluency and understanding, usually through years of consistent exposure and use of the language as part of their academic and personal lives.
- **Language B Requirements:** Students studying Language B at SL or HL must demonstrate intermediate proficiency, reflecting several years of prior instruction or exposure.

Language Ab Initio Courses

Language ab initio is an International Baccalaureate (IB) course designed for students with little or no prior experience in a target language. The course emphasizes the development of foundational communication skills in reading, writing, listening, and speaking, while fostering an understanding of the language's cultural context. Ab initio courses are available for students who do not meet the prerequisite knowledge required for Language B standard level (SL) or higher level (HL) courses.

To be eligible for ab initio, a student must have minimal prior exposure to the target language. This ensures that the course is suited to beginners and provides an opportunity

for them to learn the basics without prior advantage. Students with proficiency or prior formal instruction in the language do not meet the eligibility criteria for ab initio.

At TCIS, the majority of students already possess foundational knowledge or exposure to multiple languages, particularly English, Chinese, and Thai, through prior instruction or personal experience and are therefore ineligible for ab initio courses in those languages. Because TCIS requires extensive study in English and either Chinese or Thai,, TCIS does not currently offer any Language ab initio courses.

For eligible students with a genuine interest in ab initio language study, TCIS supports enrollment in online courses through Pamoja Education. Pamoja is an IB-recognized provider offering rigorous ab initio courses that meet IB standards. Students who choose this option will benefit from personalized online instruction while continuing to receive full support from TCIS for their overall IB journey. Enrollment in Pamoja courses will be at the family's own expense, and TCIS will facilitate the administrative process to ensure a seamless integration of the course into the student's Diploma Programme.

Flexibility in Language Choices

- Customizing Language Studies: Students at TCIS have the flexibility to choose language courses based on their proficiency and interests. They can opt to study one Language A course and one Language B course or, if proficient, take two Language A courses.
- Replacing Group 6 (Arts) Subject: Students passionate about language learning have the option to replace the Group 6 (Arts) subject with a third language. This allows them to continue their study of English, Chinese, and Thai throughout the Diploma Programme, fostering advanced trilingual proficiency.

This range of language courses and flexibility in course selection ensures that students at TCIS can pursue language learning in a way that aligns with their individual abilities and academic aspirations, while also enriching their understanding of diverse cultures and perspectives.

Inclusion and Differentiation

At TCIS, we are committed to providing an inclusive language learning environment where every student, regardless of their linguistic background or proficiency level, has the opportunity to succeed. Recognizing the diverse needs of our students, we employ differentiated instruction and inclusive practices to ensure that language learning is

accessible, engaging, and effective for all. This approach aligns with our belief in the importance of language as a key component of personal and academic development.

To meet the varying needs of our students, we implement a range of strategies and accommodations designed to support learners at different stages of their language journey. Our goal is to create a learning environment where students feel valued and are empowered to reach their full potential in language acquisition.

By incorporating differentiated instruction and inclusive practices into our language programs, TCIS ensures that all students, regardless of their starting point, have the opportunity to grow as language learners. Our approach not only addresses individual learning needs but also fosters an inclusive community where diversity is celebrated, and every student feels empowered to fulfill their true potential.

Assessment of Language Proficiency

At TCIS, we utilize a comprehensive approach to assess students' language proficiency in both Language A and Language B courses. Our assessment practices are designed to provide students with meaningful feedback on their progress, while aligning with the International Baccalaureate (IB) criteria to ensure a consistent and rigorous evaluation of language skills. Through a combination of formative and summative assessments, we aim to support students in developing their language abilities and achieving their full potential.

Assessment Methods

- **Formative Assessments:**
Formative assessments are integral to the ongoing learning process and are used to monitor student progress throughout the course. These assessments provide immediate feedback, helping students to identify areas of strength and areas that require further development. Examples of formative assessments include:
 - Class Discussions and Oral Presentations
 - Reading Comprehension Activities
 - Writing Assignments
 - Peer and Self-Assessment
- **Summative Assessments:**
Summative assessments occur at the end of units or courses and are designed to evaluate students' overall proficiency in the language. These assessments measure the extent to which students have met the learning objectives and provide a final evaluation of their skills. Examples of summative assessments include:
 - Written Examinations

- Oral Examinations
- Portfolios and Projects
- External Assessments

Use of IB Criteria

- **Alignment with IB Standards:**

All language assessments at TCIS are aligned with the IB criteria for Language A and Language B courses, ensuring that students' language skills are evaluated according to international standards. These criteria provide a clear framework for assessment, focusing on key areas such as knowledge and understanding, language use, and analytical skills.

 - **Language A Criteria:** Assessments for Language A courses, such as English A: Language and Literature and Chinese A: Literature, emphasize literary analysis, understanding of text and context, use of language, and organization of ideas. Students are assessed on their ability to interpret and analyze literary works, as well as their skill in crafting structured and coherent arguments.
 - **Language B Criteria:** For Language B courses, including English B, Chinese B, and Thai B, assessments focus on receptive skills (listening and reading comprehension), productive skills (speaking and writing), and interactive skills (oral communication). Students are evaluated on their ability to understand and respond to various types of texts, as well as their proficiency in expressing themselves in both spoken and written forms.
- **Consistent Evaluation:**

The use of IB criteria ensures consistency and fairness in the evaluation of students' language proficiency. Teachers use standardized rubrics to assess student performance, providing clear and objective measures of student achievement. This approach allows students to understand the expectations and to receive constructive feedback that is aligned with international standards.
- **Preparation for IB Assessments:**

Through the consistent use of IB criteria in both formative and summative assessments, students are well-prepared for the formal IB assessments that take place at the end of the Diploma Programme. By the time they sit for their IB exams, students are familiar with the assessment formats and criteria, enabling them to approach these assessments with confidence.

Language Learning and Identity

At TCIS, we recognize that language is not merely a tool for communication but is deeply intertwined with our students' identities and cultural backgrounds. Language shapes how we perceive the world, express our thoughts, and connect with others. It is through language that students explore and affirm their cultural heritage while developing an appreciation for the diversity of cultures around them. Our commitment to fostering a multilingual environment supports students in understanding their own identities and promotes respect and empathy for others.

Role of Language in Identity Formation

Language learning at TCIS is designed to help students understand and articulate their own identities. As students engage with different languages, they gain insight into the values, beliefs, and traditions embedded within each linguistic community. This process not only strengthens their sense of self but also broadens their perspective, helping them to recognize and appreciate the richness of human diversity.

Initiatives and Activities Promoting Cultural Awareness

- Cultural Exploration through Literature
- Language and Culture Projects
- Multilingual Celebrations and Events
- Reflection on Personal Identity and Language.

Professional Development for Teachers

At TCIS, we recognize that high-quality language instruction is essential to the success of our language programs and the development of multilingual, culturally aware students. To ensure that our teachers are equipped to deliver effective language instruction, we provide a range of professional development opportunities focused on enhancing their skills, knowledge, and pedagogical practices. By investing in the continuous growth of our language teachers, we align with the International Baccalaureate's emphasis on fostering lifelong learning and maintaining excellence in education.

Ongoing Training

- IB Workshops and Training: Our teachers participate in IB-organized workshops and training sessions that focus on the specific requirements and teaching strategies for Language A and Language B courses. These workshops provide valuable insights into the latest IB curriculum updates, assessment practices, and

instructional approaches. Teachers are encouraged to attend both introductory and advanced workshops to deepen their understanding of the IB framework and to stay current with best practices in language education.

- Language Pedagogy Training: TCIS offers targeted training sessions on language pedagogy, including methodologies for teaching language and literature, second language acquisition, and multilingual education. These sessions cover a range of topics, such as:
 - Differentiated Instruction: Techniques for differentiating language instruction to meet the diverse needs of learners, including strategies for scaffolding, creating tiered assignments, and using varied assessment methods.
 - Incorporating Technology: Workshops on integrating technology into language instruction, including the use of digital tools, language learning apps, and online resources to enhance student engagement and support language development.
- Collaboration and Peer Learning: Collaboration among colleagues is a key component of professional development at TCIS. Language teachers regularly engage in collaborative planning sessions, where they share best practices, develop interdisciplinary units, and create cohesive language learning experiences across grade levels. Peer observation and feedback are also encouraged, allowing teachers to learn from one another and to reflect on their own instructional practices.
- Mentoring and Support: New language teachers at TCIS are paired with experienced mentors who provide guidance and support as they acclimate to the school's language programs and teaching expectations. This mentoring relationship fosters professional growth and helps new teachers integrate into the TCIS community. In addition, ongoing support from the IB Coordinator and language department head ensures that teachers have access to the resources and assistance they need to succeed.
- Engagement with Professional Organizations: Teachers are encouraged to participate in professional language teaching organizations, such as the International Association of Teachers of English as a Foreign Language (IATEFL) and the Association for Language Learning (ALL). Membership in these organizations provides access to a wealth of resources, including conferences, publications, and online communities, which contribute to teachers' professional growth and their ability to stay informed about the latest trends in language education.

Policy Revision

The language policy is reviewed annually to ensure alignment with current IB standards and practices. Revisions may be made to reflect updates in IB requirements, changes in student demographics, or to enhance our language instruction and support services. Any changes to the policy will be communicated to the school community, including students, parents, and staff, in a timely manner.

Inclusion Policy

Philosophy of Inclusion

At TCIS, we believe that every student has the right to an education that is both inclusive and empowering. Our philosophy of inclusion is deeply aligned with the International Baccalaureate (IB) mission to "develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect." We recognize that each student brings a unique set of experiences, strengths, and needs to the learning environment, and it is our responsibility to provide an educational setting that values diversity and promotes the success of all learners.

The IB describes inclusion as "an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers" (IB, 2010). At TCIS, we embrace this approach by actively working to create an environment where differences are not just acknowledged but celebrated. We strive to ensure that every student feels a sense of belonging and is given the opportunity to thrive academically, socially, and emotionally.

Our inclusive practices are designed to align with the IB's core values of intercultural understanding and lifelong learning. We aim to develop students who are not only academically capable but also compassionate, open-minded, and reflective. By providing equitable access to education, we empower our students to become active participants in their learning journey and to understand that "other people, with their differences, can also be right." This ethos of mutual respect and understanding is central to our inclusive philosophy.

At TCIS, inclusion means:

- Creating a Supportive Learning Environment
- Valuing Diversity
- Collaborative Learning
- Continuous Reflection and Improvement

Purpose and General Principles

The purpose of the TCIS Inclusion Policy is to ensure that every student has access to a supportive and equitable learning environment that recognizes and embraces individual differences. We are committed to fostering an inclusive culture where all students, regardless of their abilities, learning needs, or backgrounds, are valued and given the

opportunity to reach their full potential. This policy serves as a guide for creating and maintaining inclusive practices within our school, aligning with the IB's philosophy of promoting intercultural understanding and respect.

General principles guiding our inclusion policy include:

- **Equity and Access:** Providing equal opportunities for all students to participate fully in the learning process.
- **Respect for Diversity:** Valuing the unique strengths, perspectives, and experiences each student brings to the school community.
- **Individualized Support:** Offering tailored support and resources to meet the diverse needs of our students.
- **Collaboration:** Encouraging open communication and cooperation among teachers, parents, students, and support staff.
- **Ongoing Development:** Continuously improving our inclusive practices through professional development and reflective practices.

Rationale

Inclusion is fundamental to our educational philosophy at TCIS. We believe that a diverse and inclusive environment enriches the learning experience for all students, fostering empathy, collaboration, and a broader understanding of the world. Inclusion ensures that every student feels respected, valued, and supported in their educational journey. By recognizing and responding to individual learning needs, we help students develop confidence, resilience, and the skills necessary for lifelong learning. This policy supports our mission to provide a comprehensive educational program that prepares students to become responsible global citizens.

Teaching and Learning Procedures

Our approach to teaching and learning is rooted in the belief that all students can succeed when provided with the appropriate support and resources. Teachers employ a variety of instructional strategies to create an inclusive classroom environment where every student is encouraged to participate and engage with the curriculum. Differentiated instruction is a key component of our teaching practices, allowing us to address our students' diverse learning styles and needs.

Support for Multilingual Learners

At TCIS, we are dedicated to supporting multilingual learners through a robust English Language Learners (ELL) program designed to empower students to succeed academically and socially in an English-based curriculum. Recognizing the unique journey of English language acquisition, our program tailors support to meet students at their level, promoting growth in speaking, listening, reading, and writing skills.

Initial Placement and Program Structure

All non-native English-speaking applicants complete the WIDA Language Screener, an assessment tool that informs placement by measuring English proficiency. Students who need language support are placed in the ELL program, which offers a structured combination of intensive English instruction and targeted interventions.

Lower School (Grades 1-4): The program provides daily sessions, including small-group interventions focused on vocabulary and foundational literacy skills.

Middle and High School (Grades 5-11): ELL classes replace mainstream English classes, offering an 80-minute daily period of immersive language instruction tailored to students below Level 2 on the WIDA scale.

Guided Reading (Grades 3-10): For students who reach Level 3, Guided Reading provides supplemental reading and vocabulary instruction and additional academic support, such as language clarification, grammar assistance, and individualized resources to aid success in mainstream courses.

Ongoing Assessment and Transition

Student progress is monitored continuously, with the ELL Department regularly assessing and collaborating with mainstream teachers to adjust support. Exiting the ELL program requires reaching WIDA Level 3 for grades 1–2, Level 4 for grades 3–5, Level 4.5 for grades 6–8, and Level 5 in high school, indicating readiness for mainstream success. Exited students can still access support through Academic Enrichment during their transition.

Inclusive and Individualized Support

TCIS's approach to supporting multilingual learners respects each student's unique background and learning pace. We ensure multilingual learners have the resources and encouragement needed to thrive in an English-speaking environment through

differentiated instruction, small-group support, and a focus on academic language development.

Student Support Services

At TCIS, the Support Services Team plays a vital role in helping students overcome academic, behavioral, and social-emotional challenges to foster a successful educational experience. Through assessment, intervention, and individualized planning, the Support Services Team, which includes counselors, the Head of Student Services, and teachers, collaborates closely to meet each student's unique needs.

Admissions Policy

While TCIS cannot accommodate students with moderate to severe learning needs, students with mild learning challenges may be admitted if their needs can be met within the school's available resources.

Range of Services

The Support Services Team at TCIS is dedicated to fostering an inclusive and supportive environment that addresses students' diverse needs. The team offers a comprehensive array of services, including:

- **Academic Interventions:** Tailored strategies to support individual learning needs and promote student achievement.
- **Behavioral Strategies:** Personalized approaches to encourage positive behaviors and effective classroom engagement.
- **Social-Emotional Support:** Providing counseling and resources to help students navigate personal challenges and build resilience.
- **Access to Additional Resources:** Facilitating connections with external services, such as specialized assessments or community programs, to meet students' unique needs.

These services are designed to ensure consistent, empathetic guidance, empowering every student to reach their potential and thrive in the TCIS community.

Reducing Barriers to Learning

At TCIS, we are committed to creating an inclusive environment that enables all students to fully participate in learning, teaching, and assessment. To achieve this, we proactively identify and address barriers that may impact a student's ability to succeed. These barriers can include intellectual, emotional, social, or physical challenges, as well as language-related difficulties.

To reduce or remove barriers, TCIS will:

1. **Observe and Assess:** Teachers and staff will monitor students in classroom settings, collaborate with parents or guardians, and consult with professionals to identify potential challenges. This ensures that no barrier goes unrecognized.
2. **Tailor Individual Support:** Our Support Services Team will provide personalized strategies based on each student's unique needs. These strategies will be regularly evaluated and adjusted to ensure effectiveness.
3. **Implement Inclusive Access Arrangements:** TCIS will incorporate accommodations such as additional time, assistive technologies, and alternative assessment methods into both daily instruction and evaluations, aligning with IB standards.

These practices reflect TCIS's dedication to fostering a supportive, inclusive academic environment where every student can thrive and reach their potential.

Developing ILPs and Support Plans

When further assessment indicates that a student may benefit from a more tailored approach, the Support Services Team works with the student, family, and teachers to develop an Individualized Learning Plan (ILP) or Support Plan. These plans detail specific goals, accommodations, and interventions that align with each student's strengths and areas for growth.

Plan Implementation and Monitoring

Support Services Team members regularly monitor ILP or Support Plan progress, meeting quarterly to review student achievements, refine strategies, and make necessary adjustments. ILPs provide structured, individualized academic support, while Support Plans assist students with behavioral or social-emotional needs without altering grade-level requirements.

Privacy and Confidentiality

TCIS follows strict privacy guidelines to ensure the confidentiality of student records and support plans. Parents are actively involved in every stage of the process, from initial referral to implementation and review of ILPs or Support Plans.

Ongoing Communication and Review

The Support Services Team maintains open communication with teachers, parents, and students, providing regular updates on progress and setting new goals when needed. This collaborative approach allows TCIS to ensure students receive the support they need while preparing them to achieve their full potential.

Referral Procedure

Early identification and support are crucial for the success of students with additional learning needs. The referral procedure at TCIS is designed to ensure that students who require extra support are identified promptly and provided with the appropriate interventions. This collaborative process involves input from teachers, parents, and learning support specialists.

Steps in the referral process include:

1. **Observation and Initial Concern:** Teachers observe students' performance and behavior in the classroom. If they identify a potential learning need, they document their observations and gather initial evidence.
2. **Consultation:** The teacher consults with the Support Services Team to discuss the student's needs and possible strategies for classroom support.
3. **Parental Involvement:** Parents are informed of the teacher's concerns and involved in discussions about the student's needs and possible interventions.
4. **Formal Referral:** If additional support is needed, a formal referral is made to the Learning Support Team for further assessment and evaluation.
5. **Development of an Individualized Learning Plan (ILP):** If appropriate, an ILP is developed in collaboration with teachers, parents, and specialists, outlining specific goals and support strategies for the student.

Inclusive Assessment Arrangements

To ensure that all students have equitable access to assessments, TCIS provides a range of inclusive assessment arrangements tailored to individual needs. These arrangements are designed to remove barriers to evaluation without compromising the integrity of the

examination process. We adhere to the guidelines provided by the IB for inclusive assessments, ensuring that students can demonstrate their knowledge and skills effectively.

Inclusive Assessment Arrangements at TCIS:

- **Alternative Assessment Methods:** Incorporating oral presentations, projects, or practical tasks as alternatives to traditional written exams.
- **Extended Time:** Providing additional time for students who require it due to specific learning needs.
- **Use of Technology:** Permitting the use of assistive technology, such as speech-to-text software or word processors, during assessments.
- **Modified Test Formats:** Adapting the format of assessments, including large-print versions or modified layouts to reduce visual complexity.

Process for Access Arrangements for Examinations:

TCIS follows a structured approach which conforms to the IB Access and Inclusion Policy when implementing inclusive access arrangements for both internal and external examinations:

1. Teachers and staff document students' specific needs based on observations during classroom activities and assessments.
2. Parents, guardians, or external professionals may submit supporting documentation, such as medical or educational reports.
3. The Support Services Team collaborates with teachers, students, and families to identify appropriate access arrangements, ensuring these are based on clear evidence and tailored to individual requirements.
4. Arrangements for IB examinations are submitted to the IB for authorization, adhering to the deadlines and requirements outlined in the IB Assessment Procedures.
5. Consistent arrangements are applied to internal assessments to ensure students are familiar with the accommodations provided.
6. Approved access arrangements are implemented during all relevant examinations.
7. The Support Services Team reviews the effectiveness of these arrangements and revises them as necessary to maintain alignment with student needs and IB standards.
8. TCIS ensures that all access arrangements are in compliance with IB regulations, maintaining the integrity and fairness of the examination process.

Through these practices, TCIS strives to create a supportive and inclusive academic environment where every student has the opportunity to excel.

Policy Revision

The inclusion policy is reviewed annually to ensure alignment with current IB standards and practices. Revisions may be made to reflect updates in IB requirements, changes in student demographics, or to enhance our inclusive practices. Any changes to the policy will be communicated to the school community, including students, parents, and staff, in a timely manner.

Assessment Policy

Philosophy

At TCIS, our assessment philosophy is grounded in the belief that assessment is a fundamental component of the learning process. It serves as a tool to measure student attainment, guide future instruction, and promote lifelong learning. In line with the International Baccalaureate (IB) philosophy, assessments are designed to be fair, valid, and consistent, providing students with opportunities to demonstrate their knowledge, understanding, and skills in diverse ways. Our approach to assessment supports the holistic development of students, aligning with the IB's aim to develop inquiring, knowledgeable, and caring young people.

Alignment with IB Philosophy and the Learner Profile

The IB philosophy emphasizes the development of students as inquirers, thinkers, and communicators. It encourages learning that goes beyond the acquisition of knowledge, focusing instead on the cultivation of critical thinking, problem-solving, and reflection. Our assessment practices at TCIS reflect these values by:

- Encouraging Inquiry and Critical Thinking
- Promoting Reflection and Self-Assessment
- Valuing Communication and Collaboration
- Developing International-Mindedness
- Supporting the Whole Child

Purpose of Assessment in IBDP

The purpose of assessment in the IBDP is multi-faceted. Assessment provides vital feedback to both students and teachers, informing instruction and helping students understand their progress toward learning goals. Through assessments, we measure the extent to which students have achieved the desired learning outcomes, ensuring that they meet the rigorous standards of the IB Diploma Programme. By focusing on skills such as research, critical thinking, and self-management, our assessments promote the development of lifelong learners who are prepared to engage with the world around them.

Principles of Assessment

Our assessment principles at TCIS are designed to provide a fair, comprehensive, and inclusive evaluation of student learning. These principles are in alignment with the International Baccalaureate's (IB) emphasis on developing internationally minded students who are capable of critical thinking and lifelong learning. By adhering to these principles, we ensure that our assessment practices support the diverse needs of all learners and promote the core values of the IB philosophy.

- **Criterion-Referenced Assessment**
- **Varied Assessment Techniques**
- **Ongoing and Timely Feedback**
- **Differentiated Assessment**
- **Promotion of Conceptual Understanding and Critical Thinking**

Internal and External Assessments

In the IB Diploma Programme (DP) at TCIS, assessments are divided into two key categories: Internal Assessments (IA) and External Assessments. These assessments are structured to provide a comprehensive evaluation of student performance, measuring both their process of learning and the final outcomes. By employing both internal and external assessments, we ensure that students have multiple opportunities to demonstrate their understanding and skills across a variety of contexts, aligning with the IB's holistic approach to education.

Internal Assessments (IA)

Internal Assessments are an integral part of the IB curriculum, designed to assess students' skills and understanding through diverse tasks that may include practical work, oral interviews, fieldwork, and research projects. These assessments focus on elements that may not be easily captured in a traditional exam setting, such as research abilities, practical skills, and oral communication.

IAs are conducted and initially marked by the subject teachers at TCIS, and will then be internally moderated by other teachers within the TCIS IBDP teaching team. To maintain consistency and align with IB standards, these assessments are then moderated by an IB external moderator. This moderation process ensures that the evaluation criteria are applied consistently across different schools globally.

- **Examples of Internal Assessments:**
 - **Science Practical Work:** In science subjects, students conduct experiments and investigations, documenting their methods, results, and conclusions in detailed lab reports.
 - **Language Oral Interviews:** For language acquisition subjects, students engage in oral interviews or presentations to demonstrate their proficiency in speaking and comprehension.
 - **Historical Investigations:** In history, students undertake independent research on a topic of their choice, developing their ability to analyze sources and construct historical arguments.

External Assessments

External Assessments are designed to evaluate students' understanding and ability to apply knowledge in a variety of contexts, often unfamiliar. These assessments are

conducted under standardized conditions and are marked by IB examiners. They provide a rigorous and reliable measure of student achievement, contributing significantly to the final IB grades.

External Assessments include a range of components such as final exams, the Extended Essay (EE), and the Theory of Knowledge (TOK) essay. These assessments are graded by trained IB examiners who apply standardized criteria to ensure fairness and consistency across all IB schools.

- **Examples of External Assessments:**
 - **Final Exams:** These are the primary method of external assessment, comprising a series of written examinations that test students' knowledge, understanding, and analytical skills across their subjects.
 - **Extended Essay (EE):** A 4,000-word (4800 characters in Chinese) independent research paper that allows students to explore a topic of interest in depth. It encourages students to develop research and writing skills, as well as the ability to formulate and articulate complex arguments.
 - **Theory of Knowledge (TOK) Essay:** An essay that explores knowledge questions within a prescribed framework, encouraging students to reflect on the nature of knowledge and how it is constructed and evaluated in different areas of knowledge.

External Assessment Procedures

In alignment with the International Baccalaureate's commitment to fairness and integrity in assessments, TCIS will implement the following procedures:

- **Minimum Supervision Period**
 - TCIS will ensure that all students are supervised for a minimum of two hours during examinations, even if an exam lasts less than two hours. Students will remain either in the examination venue or in a designated supervision area, supporting academic integrity throughout the examination process.
- **Adjusted Start Times**
 - To promote fairness and mitigate risks associated with time zone differences, TCIS will adopt modified exam start times as advised by the IBO. This adjustment ensures equitable conditions for students across different time zones while maintaining the integrity of the assessment process.
- **Clearing Calculator Memory**
 - TCIS will clear the memory of all Graphical Display Calculators (GDCs) at the conclusion of each examination. This practice will enhance security during assessments and allow the school to review and refine calculator usage policies as needed.

These practices reflect our school's dedication to fostering a secure, equitable, and academically rigorous environment for all students.

Assessment Practices

At TCIS, our assessment practices are designed to align with the standards and criteria of the International Baccalaureate (IB) Diploma Programme. We believe that effective assessment is a collaborative process involving teachers, students, and parents. Through careful planning, transparent communication, and the use of clear criteria, we aim to create an environment where assessment supports learning and encourages students to reach their full potential.

Planning and Alignment with IB Criteria

Teachers design assessments with the IB Diploma Programme outcomes in mind, ensuring that each task is directly linked to the specific learning objectives of the course. This alignment ensures that assessments are meaningful and relevant, providing students with opportunities to demonstrate their understanding of key concepts and skills.

Communication of Assessment Tasks

To ensure that students have adequate time to prepare for assessments, teachers communicate assessment tasks well in advance. This includes providing details about the format, content, and criteria for each task. An assessment calendar is provided to students at the beginning of each term, outlining the dates and deadlines for major assessments.

Providing Rubrics and Exemplars

Teachers provide students with detailed rubrics for each assessment task, outlining the criteria and standards by which their work will be evaluated. These rubrics are based on the IB's assessment descriptors and are designed to guide students in understanding what is required to achieve success at various levels of performance. In addition to rubrics, teachers provide exemplars of high-quality work to illustrate what is expected in terms of content, structure, and depth of understanding.

Moderation of Summative Assessments

All summative assessments undergo a moderation process involving members of the TCIS faculty other than the course instructor. Regular calibration sessions are held for teachers to discuss the application of rubrics and criteria. Teachers collaborate with colleagues in the same subject area to review and cross-check the grading of summative assessments. This process ensures that student work is evaluated objectively and in alignment with the IB's assessment criteria.

Use of a Secure Online Grade Book

Teachers use a secure online grade book to record and report student progress. Scores are recorded in the gradebook for all summative tasks, as well as for selected formative tasks.

This platform is accessible to students and parents, providing transparency and enabling them to track performance throughout the course. Regular weekly updates to the grade book ensure that students and parents are kept informed of ongoing progress and areas that may require additional focus.

Secure Storage

At TCIS, we prioritize the secure handling of assessment materials to uphold the integrity of the IBDP examination process. All examination papers, materials, and student work are stored in a secure, locked location with restricted access to authorized personnel only. This ensures that all assessment materials remain confidential and are protected against unauthorized access or tampering.

Establishing Assessment Timelines

Before the start of each academic year, teachers and the IB Coordinator collaborate to establish a comprehensive assessment timeline. This timeline includes key dates for all formative and summative assessments, including internal assessments, major projects, and exams. When creating the assessment timeline, careful consideration is given to the distribution of assessments across the academic year. The goal is to avoid clustering assessments, which can lead to undue stress and burnout.

The finalized assessment timeline is communicated to students and parents through multiple channels, including the online grade book, student handbooks, and classroom announcements. This transparency helps students manage their time effectively and supports them in meeting deadlines.

Insert Sample Assessment Timeline Here

Monitoring and Adjusting the Schedule

While the assessment timeline is established at the beginning of the year, we recognize the need for flexibility. Teachers and the IB Coordinator monitor the progress of the curriculum and the well-being of students, making adjustments to the schedule as needed to accommodate unforeseen circumstances or to provide additional support.

Role of the IB Coordinator

- Oversees and coordinates assessment dates across the curriculum.
- Works with subject teachers to prevent scheduling conflicts and minimize student workload.
- Reviews the assessment timeline to identify and resolve potential overlaps in major project or exam deadlines.
- Makes schedule adjustments in consultation with teachers to ensure a balanced assessment calendar.
- Acts as a liaison between teachers, students, and parents to share assessment

schedules and address any concerns.

- Provides clear, timely information about assessment dates and expectations.
- Collaborates with school administration to ensure assessment procedures adhere to school policies and IB requirements.

Role of the IBDP Subject Teachers

- Implement the assessment policy in alignment with IB principles.
- Plan, design, and deliver assessments that adhere to IBDP standards.
- Collaborate with the IBDP Coordinator to create and maintain a coordinated assessment schedule to balance student workload.
- Communicate with students regarding assessment expectations, criteria, and deadlines.
- Provide timely and constructive feedback on all assessed work within five school days of submission to support student learning and progress.
- Discuss internally assessed work with students and encourage students to initiate these discussions to obtain advice and information.
- Give advice to students on drafts of internally assessed work, focusing on how the work can be improved, while ensuring that drafts are not heavily annotated or edited.
- Offer advice, support, and information on all assessments without penalty.
- Allow students to re-submit assessments with feedback and advice to aid in revision for final assessments, ensuring the initial grade remains unchanged.
- Ensure that once a student officially submits the final version of their internally assessed work with a signed cover sheet, it cannot be retracted.
- Uphold academic integrity by educating students on citation practices and monitoring for plagiarism.
- Ensure assessments are conducted according to IBDP standards.
- Foster a supportive, ethical learning environment where students can demonstrate their knowledge confidently.

Recording and Maintaining Assessment Results

All assessment results are recorded and maintained in an organized electronic format using a secure online grade book. Teachers regularly update the online grade book with assessment results, ensuring that students and parents have access to the most current information. We take the confidentiality and security of student assessment data seriously. Access to the electronic grade book is restricted to authorized personnel, students, and parents, in accordance with school policies and data protection regulations.

Ensuring Authenticity of Assessments

At TCIS, we place a strong emphasis on academic honesty and the authenticity of student work. Ensuring that all assessments reflect a student's genuine understanding and abilities is fundamental to maintaining the integrity of the IB Diploma Programme. We

implement a variety of measures to promote and verify the originality of student work, aligning with the IB's standards for ethical academic practices.

Adherence to the Academic Honesty Policy

TCIS follows a comprehensive Academic Honesty Policy, which outlines the expectations and responsibilities of students, teachers, and parents in upholding academic integrity. This policy is grounded in the values of honesty, respect, and fairness, reflecting the IB's emphasis on principled behavior. The policy provides clear definitions of academic malpractice, including plagiarism, collusion, and duplication of work. It also outlines the consequences of violating these principles, ensuring that students understand the seriousness of maintaining academic integrity.

Verification Procedures for Authenticity

Teachers play a crucial role in verifying the authenticity of student work. They are trained to recognize signs of academic dishonesty and to use various strategies to ensure that the work submitted is genuinely the student's own. This may include monitoring the research and drafting process, discussing work with students, and asking clarifying questions about their submissions. To support the verification process, TCIS utilizes Turnitin for all written assignments. Students are required to submit their essays, reports, and other written work through this tool, which generates an originality report. This report helps teachers identify instances of copied or improperly cited material and provides an opportunity for students to learn about proper citation practices.

In addition to relying on digital plagiarism detection tools, teachers use various methods to monitor student work for authenticity, such as observing oral presentations, conducting in-class writing exercises, and reviewing students' research notes and drafts.

Education on Academic Honesty and Malpractice

Education on academic honesty is an integral part of the IBDP Core class at TCIS. Students receive instruction on what constitutes academic malpractice, including plagiarism, collusion, and other forms of dishonesty. They learn the importance of citing sources, using original ideas, and respecting the intellectual property of others.

To reinforce the importance of academic honesty, students are required to sign a declaration of authenticity for all internally assessed work. This declaration confirms that the work they are submitting is their own and that they have adhered to the school's Academic Honesty Policy. This process fosters a sense of responsibility and accountability in students, encouraging them to take ownership of their learning.

Handling Cases of Malpractice

In cases where academic malpractice is suspected, TCIS follows a fair and consistent procedure to investigate and address the issue. This includes a review of the evidence, a

meeting with the student to discuss the concern, and the application of appropriate consequences as outlined in the Academic Honesty Policy.

Feedback and Reporting

Feedback and reporting are key components of the assessment process at TCIS, serving to inform students, parents, and teachers about student progress and areas for growth. We believe that constructive feedback is vital for student development, as it helps to reinforce strengths, identify areas for improvement, and guide future learning. Our approach to feedback and reporting is designed to be transparent, comprehensive, and supportive, aligning with the IB's philosophy of fostering reflective and self-directed learners.

Timely and Constructive Feedback

Teachers at TCIS provide timely and constructive feedback within one week on all assessments, including both formative and summative tasks. This feedback is specific, actionable, and focused on helping students understand what they did well and where they can make improvements. By providing regular feedback, teachers support students in their learning journey and encourage them to take an active role in their personal growth.

Teachers use a range of methods to provide feedback, including written comments, verbal discussions, and one-on-one conferences. Grounded in principles of **evidence-based teaching and learning**, the feedback process is designed to reinforce effective strategies to improve student achievement. Teachers draw on data from assessments and classroom observations to tailor their feedback and future instruction, focusing on practices that foster metacognition, self-regulation, and mastery of key concepts.

Report Cards and Progress Reports

TCIS issues report cards and progress reports periodically throughout the academic year. These reports provide a detailed overview of each student's achievements across all subjects, including an IB grade on a 1-7 scale. The grades reflect the student's performance against the IB criteria, offering a clear indication of how they are progressing toward the Diploma Programme standards.

Parent-Teacher Conferences

Parent-teacher conferences are held at key points during the academic year to discuss student progress, address any concerns, and provide additional support where necessary. These conferences are an opportunity for teachers and parents to collaborate and develop strategies to support the student's learning and well-being.

During conferences, teachers provide personalized feedback on the student's progress, including insights into their strengths, learning style, and areas for improvement. This personalized support helps to ensure that each student receives the guidance they need to achieve their full potential. Conferences also involve setting goals for the student's

future learning. Teachers and parents work together to identify realistic and achievable targets, helping to motivate and encourage the student to continue striving for excellence.

Procedures for Handling Missed Assessments

TCIS maintains a fair and consistent approach to handling missed assessments to ensure that all students have the opportunity to demonstrate their learning. We recognize that various factors, such as illness or personal circumstances, may impact a student's ability to complete assessments on time. Therefore, our procedures for addressing missed assessments are designed to be both flexible and supportive, while upholding the integrity of the assessment process and the standards of the IB Diploma Programme.

Addressing Missed Assessments Due to Absenteeism

If a student is absent on the day of an assessment, it is the student's responsibility to notify the teacher as soon as possible, preferably on the day of the absence. Upon their return to school, students are required to meet with their teacher to discuss a plan for completing the missed assessment. Teachers may provide an alternative time or format for the assessment, such as rescheduling a test or allowing the student to complete a different version of the assessment. The goal is to ensure that the student has a fair opportunity to demonstrate their knowledge and skills without compromising the assessment's integrity.

Handling Extenuating Circumstances

In cases where extenuating circumstances, such as a prolonged illness, family emergency, or other significant personal challenges, prevent a student from completing an assessment, the student or their parents should communicate with the teacher and the IB Coordinator as soon as possible. Appropriate documentation, such as a medical certificate, may be requested to support the request for alternate arrangements.

After consulting with the teacher, IB Coordinator, and parents, a decision will be made regarding the most appropriate course of action. This may include:

- **Alternate Assessment:** Providing an alternative assessment task that allows the student to demonstrate the same learning objectives as the original assessment. This may involve a different format, such as an oral presentation, written report, or project, depending on the circumstances.
- **Exemption:** In exceptional cases where completing an alternate assessment is not feasible, an exemption from the assessment may be granted. The decision to grant an exemption will be made in consultation with the IB Coordinator, ensuring it aligns with IB guidelines and does not disadvantage the student in the overall assessment process.

Retake Policy

At TCIS, IB graduates may retake a subject to improve their results. Retakes are permitted under certain conditions and are subject to the full examination fee. Please note the following guidelines:

- **Highest Grade Policy:** If you retake a subject, the highest grade achieved will count toward the award of your IB Diploma.
- **Curriculum Changes:** If the subject you wish to retake has undergone a curriculum update, you must prepare according to the new syllabus and assessment requirements. For details about curriculum changes, consult with the IB Coordinator or refer to the official IB website.
- **Internal Assessments:** Retakes do not include internal assessments, including written or oral components, the Extended Essay, or Theory of Knowledge. Final versions of these assessments cannot be resubmitted or repeated.
- **Support and Fees:** TCIS does not provide additional academic support for students retaking exams. Full retake examination fees apply, and payment must be confirmed in advance.
- **Retake Venue:** You may also choose to retake a subject at another IB World School offering the Diploma Programme. Contact the IB Coordinator for guidance if you are considering this option. Note that each IB World School reserves the right to accept or decline retake candidates from outside schools.

For questions or to schedule a meeting about retake options, please contact the TCIS IB Coordinator.

Policy Review and Updates

The assessment policy is reviewed annually to ensure alignment with current IB standards and practices. Revisions may be made to reflect updates in IB requirements or to enhance the assessment process. Any changes to the policy will be communicated to prospective applicants and the school community in a timely manner.

REFERENCES

Academic Honesty in the IB Educational Context, 2014

IB Handbook of Procedures, 2016

NIST, Academic Honesty Policy

NIST, Assessment Policy

Shanghai American School, Academic Honesty Policy

