

SCO INTERNATIONAL ENGLISH OLYMPIAD

RULES & REGULATIONS

Official conduct, integrity, assessment and participation guidance

- globally acceptable rules for schools, parents and students
- English-specific assessment policy for grammar, vocabulary, reading and communication
- clear proctoring, fairness, result and certificate guidance

Designed for globally benchmarked English language learning, assessment readiness and future-ready communication across Grades 1-12.

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Eligibility	Registration	Conduct	Proctoring	Awards
Fairness	English	Integrity	Schools	Global

1. Scope and Purpose

These rules and regulations apply to the SCO International English Olympiad (SCO IEO) for Grades 1-12. They are prepared for global school use and are designed to protect academic fairness, student safety, transparent participation and reliable result publication.

The rules should be read together with the official SCO portal instructions, the school registration instructions and the exam-date communication issued for the relevant cycle.

2. Eligibility and Registration

- The Olympiad is open to students from Grades 1-12, subject to the grade/class entered during registration.
- Students may participate through school registration or individual registration where available.
- The registered grade must match the student's current academic placement or officially approved equivalent.
- The same student should not create duplicate accounts or attempt the same official exam multiple times unless SCO officially permits a retake.
- Schools must verify student details before the exam window to avoid certificate and result errors.

3. Exam Format and Language Policy

Grade Band	Assessment Focus	Suggested Duration	Question Types	Suggested Weighting
Grades 1-2	Picture vocabulary, phonics, simple words, sentence sense and basic comprehension	30-45 min	MCO, matching, picture-based items, fill-the-word, simple sentence identification	50-60% vocabulary/word meaning, 25-30% grammar, 15-20% comprehension
Grades 3-6	Grammar, vocabulary, sentence formation, short comprehension and usage in context	45-60 min	MCO, sentence correction, cloze, jumbled sentences, short reading passages	30% grammar, 30% vocabulary, 25% reading, 15% applied language
Grades 7-8	Analytical reading, grammar accuracy, idioms, clauses, narration/voice and text interpretation	60-75 min	MCO, cloze, evidence-based reading, sentence transformation, vocabulary in context	30% reading, 30% grammar, 25% vocabulary/usage, 15% reasoning through language
Grades 9-12	Critical reading, rhetoric, advanced usage, research literacy, editing and academic communication	75-90 min	MCO, passage analysis, argument evaluation, editing, advanced transformation and vocabulary	35% reading and rhetoric, 30% grammar/style, 20% vocabulary, 15% writing/editing judgement

Question papers are designed in clear international English. The assessment may include vocabulary, grammar, usage, sentence transformation, comprehension, contextual language, literary devices, idioms, proverbs, editing judgement and applied communication. For younger learners, picture-supported and age-fit word/sentence tasks may be used.

SCO IEO recognizes that learners may come from first-language, second-language, bilingual or multilingual backgrounds. The exam should evaluate English competence at grade level without requiring unfair knowledge of one country's culture, local slang or highly regional references.

4. Exam-Day Conduct

- Students must log in using their authorized SCO credentials and attempt only the assigned exam.
- Students should read all instructions carefully before starting the paper.
- Students must not use another person's help, unauthorized notes, translation tools, AI writing tools, search engines or communication apps during the exam unless SCO explicitly allows them for an accessibility arrangement.
- Students must not share screenshots, questions, answers or exam content during or after the exam.
- Schools and parents should provide a quiet environment, stable device, internet connection and honest exam conditions.

5. Proctoring and Academic Integrity

Integrity Band	Examples	Possible Action
Low-risk event	Minor technical interruption, accidental tab switch, brief connectivity delay	May be logged; usually no penalty if pattern is not suspicious.
Moderate-risk event	Repeated tab switching, camera/mic interruptions where required, unusual inactivity, suspected external help	May require review and can affect integrity score or result validation.
High-risk event	Impersonation, answer sharing, use of unauthorized tools, copying, collusion, deliberate proctoring bypass	May lead to score adjustment, result hold, disqualification or certificate cancellation.

Final action should be based on the official SCO integrity policy and the finalized proctoring decision. Students should not be shown raw technical logs; they should receive clear violation category, evidence timing and penalty explanation where applicable.

6. Marking, Results and Review

- Objective questions are marked according to the official answer key configured for the paper.
- Where a written, oral or descriptive component is enabled, rubrics should assess task completion, accuracy, coherence, vocabulary, grammar and audience awareness.
- The result report should show total score and, where available, skill-wise performance such as grammar, vocabulary, comprehension and applied language.
- Result publication may be withheld during technical review, identity review or academic integrity review.
- Certificates and awards are valid only when issued through the official SCO result and certificate workflow.

7. Fairness, Inclusion and Accessibility

- Students should receive age-appropriate language and instructions.
- Where medically or educationally required, schools should request accessibility arrangements before the exam date.
- Names, contexts and examples should be globally respectful and should not disadvantage students because of culture, nationality or region.
- For multilingual students, preparatory support may include vocabulary lists, reading routines and teacher-guided explanation, but official exam answers must be independently attempted.

8. Responsibilities of Schools, Teachers, Parents and Students

Stakeholder	Responsibility
Schools	Verify registration, communicate dates, support device readiness, ensure supervision and maintain result confidentiality until official publication.
Teachers	Prepare learners through chapter practice, reading habits, grammar in context, vocabulary development and mock feedback.
Parents	Support a calm environment, encourage regular reading and uphold exam honesty.
Students	Practise consistently, follow instructions, attempt honestly and review post-exam feedback for improvement.

9. Content Confidentiality and Copyright

SCO question papers, answer keys, explanations, reports, certificates and platform content are official academic materials. Reproduction, distribution, public posting or commercial use without authorization is not permitted.

Reference Basis for Global Alignment

The document is benchmarked against authoritative international language and literacy frameworks. These references guide progression, fairness and assessment design; SCO papers remain independently authored and grade-wise.

Reference	How it strengthens SCO IEO
CEFR Companion Volume 2020	Language proficiency, communicative activities, mediation, plurilingual and intercultural competence.
Common Core ELA	Close reading, evidence, writing, speaking/listening and language conventions.
Cambridge English Frameworks	Integrated reading, writing, speaking and listening progression for international schools.
GOV.UK English Curriculum	Vocabulary, grammar, reading, writing and spoken-language development.
OECD PISA Reading Literacy	Understanding, using, evaluating and reflecting on texts for real-life purposes.
UNESCO Languages in Education	Inclusive multilingual education and equitable language access.
NCTE/IRA ELA Standards	Communication for audience, purpose, technology-supported inquiry and multimodal literacy.
WEF Future of Jobs 2025	Future-ready communication, analytical thinking, creativity, adaptability and lifelong learning.