



International Baccalaureate Programmes Assessment Policy

Mission Statement

Union Day School's community works together to provide students rigorous content and a rich curriculum that is parallel with the International Baccalaureate ideals of the learner profiles. We strive to build a nurturing environment where each student demonstrates a spirit of respect, responsibility, global mindedness and a commitment to academic and civic excellence.

Vision Statement

Union Day School's vision is to promote and foster thoughtful, caring, and creative students. They will be critical thinkers and problem solvers. Students will be confident and prepared for future success and achieve their academic and social potential as life-long learners in the 21st Century. Global mindedness: We emphasize an understanding of how the world is organized and interconnected and the possibilities and constraints facing its people. Globally literate students analyze and think critically about the world and their roles in it. They become fluent investigators of the world, celebrating our diversity as global citizens.

Philosophy

At Union Day School, we are committed to integrating assessments, both informal and formal, to enhance best practices in teaching and learning. We integrate both formative and summative assessments to evaluate and nurture the holistic development of each student. Teachers utilize data to guide instruction and select the most effective teaching practices tailored to meet students' needs. Assessments serve to inform and inspire teachers to align with course objectives and MYP criteria. We strive to provide meaningful feedback for ourselves and our students, enabling us to establish and attain short-term and long-term goals in line with our inclusion policy for special needs students (SEN policy).

Types of Assessments

Teachers develop common assessments in our bi-weekly professional learning communities (PLC) to ensure common clear objectives, standards, and expectations among courses of study. The following are examples of assessments:

- Baseline benchmark (pre/post-assessments)
- Formative assessments (exit tickets, observations, classwork)
- Summative assessments (end-of-unit test, End-of-Grade/Course)
- Interactive Journals (notebook)
- Portfolio Assessments (work sample)
- School-Based tests
- Student reflection/self-evaluation
- Performance Tasks (demonstrated knowledge of learning: i.e., projects, presentations)
- Exhibition
- MYP criteria-based assessments.
- Diploma Programme: a combination of internal and external assessments.



Recording and Reporting

We believe that home and school open communication is a vital part in our educational philosophy. It is important that we work as a team (teachers, parents, and students) to achieve the best education. To this end, parents and students are informed in the following ways:

- Curriculum/Parent Night “Back to School Night”
- Open House/Orientation
- Parent informational night(s)
- Communication platform (Power School, Toddle app, emails, weekly newsletter)
- Homework Agenda
- Progress Reports (four times per year)
- MYP/DP Report Cards (four times per year)
- Parent/Teacher conference
- School presentations/exhibition nights
- Individualized Educational Plan (IEP)

MYP Subject Requirements & Assessment Practices

Informal Assessment/ Formative Assessments (40%): Classwork must include a variety of assignments such as warm-ups, notebook checks, quizzes, group work, in-class tasks, class participation, etc. Minimum of 6 informal per quarter.

Formal Assessments/Summative Assessments (60%): Formal assessments must include a variety of assignments, such as tests, comprehensive writing assignments, projects, GRASPS Tasks, etc. All IB criteria should be assessed at least twice per year using the IB rubrics. The rubric must be provided to and reviewed with the scholar at the start of the assessment. A minimum of four formal assessments per quarter shall be included in the final grade.

Assessment in the Middle Years Program (MYP)

At Union Day School, the Middle Years Programme (MYP) uses the MYP criteria as established by the International Baccalaureate (IB). Each subject has four subject-specific objectives and subject criteria. These criteria are skill-based and progress across all years (grades 6-8) of the MYP. Below is an overview of the objectives/criteria for each subject in the MYP.

Subject-specific objectives and subject criteria



	A	B	C	D
Language and Literature	Analyzing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Integrated Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Arts	Investigating	Developing	Creating or performing	Evaluating
Physical and health education	Knowing and understanding	Planning for performances	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
MYP Projects	Planning	Applying skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

Quarter Level Achievements: short description of Subject Criteria

The achievement scores come from the student's work on Formative and Summative assessment tasks for each criterion and are presented in quarterly grade reports. Each criterion indicates a level of achievement score from 0 to 8, as demonstrated in the table below.

Quarter Level Achievements: short description of Subject Criteria				
Fails to meet any of the criteria levels	Limited quality work, gaps in understanding concepts	Acceptable quality work, basic understanding of concepts	Good quality work, secure understanding of concepts	High-quality work, extensive understanding of concepts
0 0%-50%	1-2 1 = 51%-60% 2 = 61%-65%	3-4 3 = 66%-70% 4 = 71%-75%	5-6 5 = 76%-83% 6 = 84%-87%	7-8 7 = 88%-93% 8 = 94%-100%

Note: The 0-8 scale does NOT convert mathematically to a percentage grade. For example, a Level 4 is NOT equivalent to a 50%.

MYP Final Grade Boundaries



At the end of the year, the scores for all four criteria are added up to achieve a score of MYP boundaries of 0-32, which is then measured using the MYP Grade 0-7. From here, the end-of-the-year IB scores can be converted into the UDS percentage or an A - F Grade.

MYP Final Grade Boundaries						
Produces work of very limited quality	Produces work of limited quality	Produces work of an acceptable quality	Produces good quality work	Produces generally high-quality work	Produces high-quality, occasionally innovative work	Produces high-quality, frequently innovative work
1 0%-59%	2 60%-69%	3 70%-79%	4 80%-85%	5 86%-89%	6 90%-95%	7 96%-100%

Each subject has its own table of Grade Boundaries, showing how the level obtained (using all subject criteria A, B, C, and D) can be converted into an overall MYP level from 1 to 7 or an A - F Grade.

MYP Final Grade Descriptors Example:



MYP Grade	MYP Boundaries	Descriptor	Percentage	UDS Grade
7	28-32	Produces HIGH-QUALITY, FREQUENTLY INNOVATIVE WORK. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.	96%-100 %	A+
6	24-27	Produces HIGH-QUALITY, OCCASIONALLY INNOVATIVE WORK. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.	90%-95 %	A
5	19-23	Produces GENERALLY HIGH-QUALITY WORK. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills with familiar classroom and real-world situations, and, with support, some unfamiliar real-world situations.	86%-89 %	B+
4	15-18	Produces GOOD QUALITY WORK. Communicates BASIC understanding of most concepts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.	80%-85 %	B
3	10-14	Produces work of an ACCEPTABLE QUALITY. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom activities.	70%-79 %	C
2	6-9	Produces WORK OF LIMITED QUALITY. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.	60%-69 %	D
1	1-5	Produces WORK OF VERY LIMITED QUALITY. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.	59% and below	F



Diploma Programme-Related Requirements

In the International Baccalaureate (IB) Diploma Programme (DP), the assessment components, assessment rubrics, and differentiation strategies for the program are provided. This section of the policy is adapted from the requirements provided by the IB organization.

Assessment Components:

Internal Assessment (IA): This is assessment work conducted and marked by teachers within the school. It often includes coursework, projects, or oral presentations. The specific requirements and weight of IA vary by subject. Teachers' grades are moderated by the IB moderators.

External Assessment (EA): This includes written examinations that are set and marked externally by the IB examiners. These assessments are typically taken at the end of the two-year DP program. Additional EA assessments include EE, TOK, HL Essay (Language A)

Assessment Rubrics:

The IB DP uses criterion-referenced assessment, which means that students are assessed against established criteria rather than compared to other students. The assessment rubrics and criteria can vary by subject but generally include elements like knowledge and understanding, application, analysis, synthesis, evaluation, and other subject-specific criteria. Each assessment component (**Internal Assessment** and **External Assessment**) will have its own set of rubrics. For more information, please refer to the [Diploma Programme Grade descriptors](#).

IB Grading Scale

A grading system at UDS is based on a 100-point grading scale. The chart below lists the quality points offered in IB courses.

UDS Table of equivalences Diploma Programme							
DP Level	Very Poor Performance	Poor Performance	Mediocre Performance	Satisfactory Performance	Good Performance	Very Good Performance	Excellent Performance
	1	2	3	4	5	6	7
SL	0-49	50-69	70-75	76-85	86-89	90-95	96-100
HL	0-69	70-75	76-85	86-89	90-95	96-97	98-100

Theory of Knowledge (TOK)

TOK is assessed under the Diploma Programme required criteria and using a letter grading scale (A-E). The achievement levels attained according to IB standards/grade boundaries are translated into a percentage grade using the following conversion scale.



TOK Assessment	
LETTER GRADE	PERCENT GRADE
A	91-100
B	80-90
C	70-79
D	61-69
E	60

Students' rights

The International Baccalaureate Diploma Programme (IB DP) has specific assessment policies and guidelines that outline the rights and responsibilities of students in relation to assessment ([Diploma Programme Assessment procedures 2024](#)). The DP places a strong emphasis on fairness and integrity in assessment. Here are some key points regarding students' rights in relation to the IB DP assessment policy:

- Students have the right to access assessment information: Students have the right to access information related to the assessment criteria, marking schemes, and assessment components for each subject they are studying. This helps them understand what is expected of them in their assessments.
- Students have the right to fair and unbiased assessment: Students are entitled to a fair and unbiased assessment. This means that assessments should be free from discrimination and should be conducted impartially, regardless of a student's background, nationality, or any other personal characteristic.
- Students have the right to request reasonable accommodations for extenuating circumstances, such as illness or personal emergencies if these prevent them from meeting a deadline.
- Students have the right to appeals and feedback: Students have the right to appeal their assessment results or request feedback on their work. The specific process for appealing or seeking feedback may vary from one IB school to another.

Differentiation

The important aspect of assessment in the IB DP is to accommodate diverse student needs and learning styles. Differentiation strategies suggested and required by the International Baccalaureate (IB) Diploma Programme (DP) may include

Access to Appropriate Support: Providing support for students with special educational needs, language difficulties, or other challenges. This could include extra time for assessments, alternative formats, or language accommodations.

Flexible Assessment Methods: Offering flexibility in how students demonstrate their knowledge and skills. This might involve alternative assessments, such as oral exams, multimedia presentations, or practical demonstrations.



Tiered Assessments: Offering assessments at different levels of complexity or difficulty to accommodate students with varying abilities and goals.

Additional Support and Resources: Providing additional support, such as tutorials, peer mentoring, or access to resources to help students meet their assessment goals.

Formative Assessment: Using formative assessment methods to inform instruction and provide feedback to students. Formative assessment helps teachers identify areas where students may need additional support.

At UDS, the IB Coordinator utilizes suitable documentation to notify the IBO about students who require specific learning support and potential accommodations, such as extended assessment time. Once the IB Coordinator receives the IBO's decision, he/she will collaborate with faculty, staff, parents, and students to put the appropriate accommodations into practice. For more information refer to [Special Education-Inclusion-Learning Support Policy](#).

This document is a living document, reviewed and updated annually by the Pedagogical Leadership Team for current content and practice.

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This policy was inspired and adapted from the following sources:

MYP: From principles into practice (Updated 2022 for use with the latest Programme standards and practices) https://resources.ibo.org/data/m_0_mypxx_quu_1405_10_e.pdf

Diploma Programme: From Principles into Practice (For use from August 2015)
https://resources.ibo.org/data/d_0_dpyyy_mon_1504_1_e.pdf

Diploma Programme Assessment Procedures 2023
https://resources.ibo.org/data/dp-assessment-procedures-2023_d7c39805-5e93-4b70-aece-7be96ea3b7d9/dp-assessment-procedures-2023-en_e7458a96-1c53-43fa-9113-84213a38ef6e.pdf

Diploma Programme Grade descriptors https://resources.ibo.org/data/g_0_dpyyy_grd_1712_2_e.p