



LADY ANDAL SCHOOL

ASSESSMENT POLICY

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Vision Statement of Lady Andal School

We at Lady Andal School aim to create a holistic individual by providing a happy atmosphere for the child. Focusing on the all-round development of the child with an emphasis on individual academic brilliance and excellence on the field through games and athletics. We help build cultural and social skills among our learning community which foster an environment that is conducive to the teaching and learning process.

IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner Profile Attributes

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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Statement of Philosophy

At Lady Andal School, assessments are an integral part of learning and teaching. Additionally, they are considered as imperative to student growth to promote lifelong learning in all our students. Assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to help identify areas of strengths and challenges and inform teaching. Students actively engage in assessing and reflecting on their learning and act on feedback from peers to further their learning. Learning goals and success criteria are co-constructed by teachers and students and clearly communicated.

An effective assessment is authentic, clear and specific, varied, collaborative and interactive, caters to an individual's progress rather than their performance in relation to others. It provides detailed feedback for students to reflect on and move forward in their learning journey.

Assessment at Lady Andal School is conducted in order to:

- Build up a clear picture of the student and their interests, motivations and learning potential.
- Ascertain that learning outcomes are in alignment with curriculum objectives and goals.
- Provide authentic and meaningful feedback for students to reflect on their own learning.
- Reflect on the effectiveness of the programme by assessing the process and product of inquiry.
- Assess the effectiveness of the environment on the student's learning.
- Extend the student's learning.

At Lady Andal School, we promote the use of a range of assessment tools and strategies that are designed to give a clear picture of a student's prior knowledge and progress. All teachers are responsible for the assessment, evaluation and report generation of the students under their instruction.

Each student will be assessed by homeroom teachers and specialist teachers. Students, too, have an integral role to play in assessments as they would have various opportunities to conduct self and peer assessments to take ownership of their own learning.

Alignment of the Admission Policy with the Standards and Practices, 2020

The assessment policy at Lady Andal School aligns with the Standards and Practices, 2020 document. Our Language Policy is built on the following standards and practices:

Culture 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)

Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements.

Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)

Culture 5.4: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)

Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

Coherent Curriculum 3.3: The school reviews IB requirements for learning, teaching and assessment, and communicates them to the school community. (0401-03-0300)

Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)

Approaches to assessment 2: The school uses assessment methods that are varied and fit- for- purpose for the curriculum and stated learning outcomes and objectives. (0404-02)

Approaches to assessment 3: The school administers assessment consistently, fairly, inclusively and transparently. (0404-03)

Approaches to assessment 3.3: The school ensures that external reporting and/or predictions are as accurate as possible, and are appropriately designed for the contexts in which they are required. (0404-03-0300)

Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04)

Assessments in the PYP

The assessment of the students' development and learning is an essential component of the curriculum, and helps to inform continued development, learning and teaching. Students are observed in a variety of situations and through a wide range of assessment strategies to ensure timely feedback to feedforward.

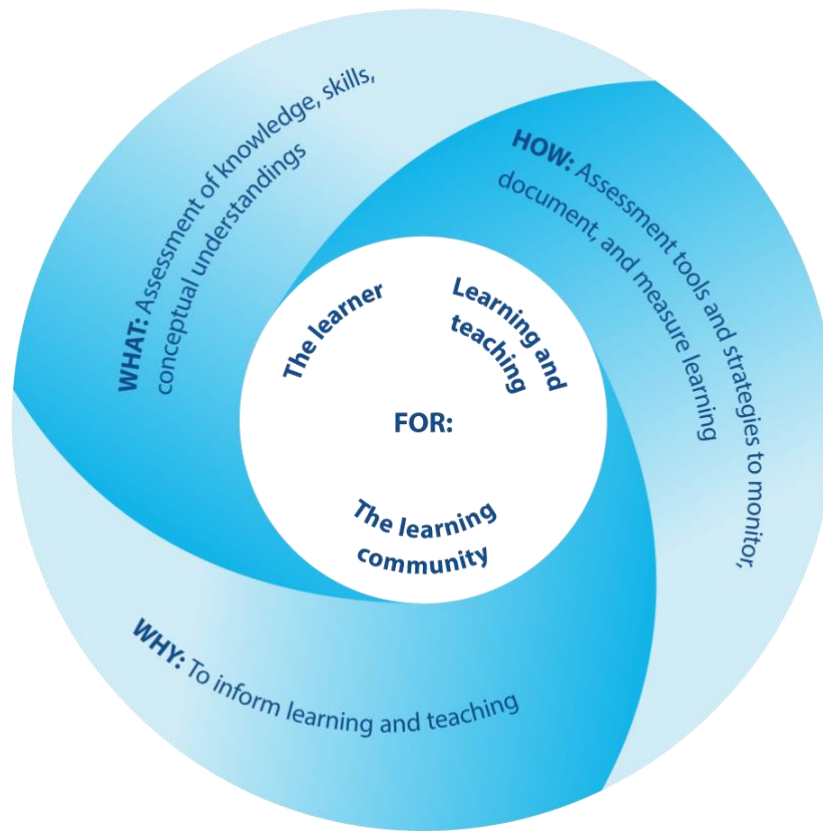
Screening tests, are sometimes conducted for students from PYP 3- PYP 5 during admission and initial interaction with the student and parent provides a clear indication of the level of prior understanding and knowledge of the student. This analysis helps teachers to address the learning gap, if any.

Planning and Designing Assessment

At Lady Andal School, assessments are intentionally designed to provide a holistic picture of each learner's conceptual understanding, subject knowledge, and transdisciplinary skills within the context of the unit of inquiry. These assessments are collaboratively planned by educators in partnership with students, where applicable, and reviewed by the leadership team to ensure alignment with the programme of inquiry, learning outcomes, and the transdisciplinary nature of learning.

The design process prioritizes student agency, ensuring that learners have meaningful opportunities to co-construct assessment tasks and criteria, reflect on their own progress, and engage in self- and peer-evaluation. This approach encourages the development of assessment-capable learners who take ownership of their learning and can articulate their growth, strengths, and steps to adjust their learning.

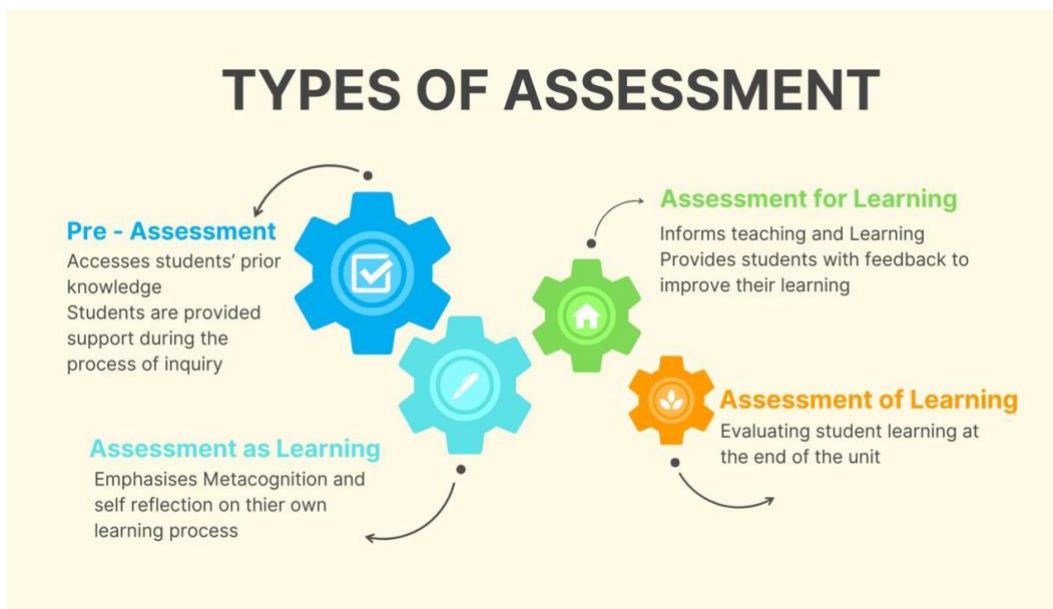
Assessments in the PYP are expected to be clear, intentional and driven by the expectations of the IBO.



<https://shorturl.at/aFoTe>

Effective Assessment Practice

Assessment tasks are reviewed for quality and coherence with the central idea, lines of inquiry, and the selected key and related concepts. The leadership team supports teachers through regular feedback to enhance the alignment of assessments with conceptual learning, transferability of skills, and the authenticity of the learning experience.



Prior Knowledge Assessment (Assessment for learning)

At the beginning of each unit of inquiry, teachers purposefully assess learners' prior knowledge, experiences, and interests to inform planning and guide differentiated learning pathways. These assessments help identify learners' existing conceptual understandings and skill levels, enabling educators to design relevant, engaging, and inclusive experiences that build on what learners already know and can do. Prior knowledge assessments are not formal assessments. Instead, they form the basis for designing a unit of inquiry based on the level of understanding of the students.

Formative Assessment (Assessment as learning)

Formative assessment is a continuous and integral part of the learning process, providing timely, specific feedback that supports reflection for both learners and teachers. Through observation, dialogue, and varied assessment strategies, it offers valuable insight into learners' developing conceptual understandings, skills, and knowledge.

At Lady Andal School, formative assessment is embedded in daily classroom practice to identify what learners know, understand, and can do, thereby informing the design of future learning experiences. For each Unit of Inquiry, facilitators design at least three formative assessment tasks, incorporating co-constructed success criteria and relevant assessment tools. These tasks adopt diverse formats—such as oral presentations, debates, role plays, multiple-choice questions, and other interactive activities—ensuring alignment with varied learning styles and promoting active engagement.

The primary purpose of formative assessment is to monitor progress in real time, evaluate the attainment of learning objectives, and assess growth in knowledge, conceptual understanding, and skills. Teachers use a balanced range of formal and informal approaches, integrating self-assessment, peer assessment, and teacher assessment to foster reflection and ownership of learning.

Timely and constructive feedback is a defining feature, guiding learners in their next steps and enabling facilitators to adapt instruction to maximise understanding. In this way, learning and assessment function as a seamless continuum, nurturing curiosity, building confidence, and deepening engagement with the central idea of each unit, while reinforcing the school's commitment to responsive and inclusive education.

Summative Assessment (Assessment of learning)

Summative assessment takes place at or near the end of a unit of inquiry and provides learners with an opportunity to demonstrate their understanding of the central idea, specified concepts, and the transdisciplinary learning that has occurred.

Designed with clear success criteria, summative tasks offer multiple pathways for students to showcase what they know, understand, and can do. These assessments measure the attainment of learning objectives and essential curriculum elements, consolidate and synthesise learning over a given period, and provide meaningful feedback to guide future learning. They also inform teaching practices through the systematic analysis of assessment data and enable students to display their understanding through student-led actions.

A range of authentic formats is employed, including written format (structured responses, multiple-choice, essays, data representation and analysis, graphic organisers, annotated diagrams, analogy-based questions, sentence completion, and summary writing); portfolios highlighting sustained work and skill development in areas such as Arts, or Languages; performance-based assessments in Units of Inquiry, Music, Drama, and Physical Education; language proficiency tasks in reading, listening, speaking, and writing; presentations; exhibitions; and reflective actions, whether student-led or teacher-directed—encompassing participation, social entrepreneurship, social justice, advocacy, and lifestyle choices.

In the PYP, summative assessment also includes student reflection on the attributes of the IB Learner Profile, reinforcing self-awareness and personal growth. At Lady Andal School, this multifaceted approach ensures that summative assessments are fair, comprehensive, and authentic measures of student achievement, while also supporting reflection, inspiring further inquiry, and fostering continued growth as assessment-capable learners.

PYP Exhibition

The PYP Exhibition is a significant and culminating learning experience in the final year of the Primary Years Programme (Grade 5 at Lady Andal School). It provides students with an authentic opportunity to demonstrate and celebrate their growth as internationally minded learners. As a student-led, collaborative inquiry, the Exhibition synthesizes the essential elements of the PYP: knowledge, conceptual understanding, skills, attitudes, action, and the IB learner profile attributes.

The Exhibition process empowers learners to take ownership of their learning, pose meaningful

questions, explore local and global issues/opportunities, and take informed, purposeful action. Students design and lead a transdisciplinary inquiry that reflects their interests and passions, drawing on the skills, knowledge, and understandings they have developed throughout the PYP years.

Throughout the process, students engage in reflection, goal-setting, self- and peer-assessment, and regular feedback cycles. The role of mentors, families, and the wider community is integral, as the Exhibition is both a celebration and a demonstration of learning, shared with the whole school community.

The Exhibition serves not only as an assessment of learning but also as an assessment for learning—providing students with an opportunity to consolidate their identities as assessment-capable, agentic learners and to meaningfully transition into the next stage of their learning journey.

What to assess?

Teachers then plan various opportunities for students to build knowledge, understand concepts, and develop skills that support independent learning. When deciding what to assess, teachers consider whether they are looking at the process or the result, checking prior knowledge, tracking progress, identifying readiness for extension, exploring depth of understanding, extending learning, or seeing how students connect and apply what they learn.

How to assess?

Dimensions of Assessments

In the PYP, assessment is an ongoing process that includes understanding students' prior knowledge, setting goals, tracking progress, and recording learning. Teachers first find out what students already know and can do using tools like discussions, writing samples, mind maps, and gauging the progress for approaches to learning. Together with students, they set clear goals, identify success criteria, and connect learning to the learner profile and approaches to learning. Progress is tracked regularly through quick checks like exit tickets, discussions, and mind maps. Learning is recorded using reflections, portfolios, self/peer assessments, and other tools, showing growth over time and keeping students actively involved in their learning journey.



<https://www.toddleapp.com/learn/blog-post/how-to-assess-in-the-pyp/>

PYP assessments have four dimensions: monitoring, documenting, measuring, and reporting. Each dimension has its own importance and value. Assessing the students' prior knowledge and experiences as well as monitoring their learning process will enable teachers to plan and refine their teaching accordingly.

Monitoring learning involves analysing students' progress against set objectives for conceptual understanding, knowledge, and skills, using strategies such as discussions, chalk talks, mind maps, and KWL charts. Documenting learning includes recording goals, questions, reflections, and evidence through tools like thinking routines, action plans, reflections, and self or peer assessments. Measuring learning evaluates the effectiveness of assessment types and strategies through methods such as debates, simulations, role play, and written work. Reporting learning focuses on sharing students' progress with the learning community and using feedback to guide future learning, through formats such as parent-teacher meetings, student-led conferences, and progress reports

At Lady Andal School, our PYP educators use a range of methods and approaches to gather information about student learning. They record this information using a variety of tools and strategies.

Differentiated Assessments

At Lady Andal, we recognise that each student learns and demonstrates understanding in unique ways. To ensure equitable opportunities for success, differentiated assessments are implemented across all disciplines and subjects. These assessments are thoughtfully designed to address the diverse learning needs, styles, and readiness levels of students, enabling each learner to demonstrate their knowledge, skills, and understanding effectively.

Differentiation in assessments may include:

- Adapting the format and structure of tasks to suit individual learning preferences.

- Providing varied modes of assessment such as oral presentations, visual representations, hands-on projects, and written responses.
- Modifying assessment criteria to reflect personalised learning goals and progress.
- Offering additional time, scaffolding, or targeted support where required.

This approach ensures that assessments are inclusive, foster student confidence, and provide an accurate representation of individual capabilities. It is aligned with the IB philosophy of valuing diverse perspectives, promoting holistic development, and ensuring that assessment practices support the success of all learners.

Assessment Strategies

Observations

All students are observed regularly, with the teacher focusing on various aspects including whole group to individual participation. Student interactions, general classroom behaviour, student responses, application of concepts and development of skills like reading, writing, listening, creative thinking, approaches to learning are continually monitored.

Performance Assessments

All assessments are goal-oriented with pre-established success criteria. Assessments provide authentic and significant challenges and real-world problems for the students to delve into. These tasks are generally open-ended and students have the choice to approach these problems in more than one way. These tasks are multimodal and require the use of audio, video and narrative records are often used for this kind of assessment.

Process-focused assessments

The development of student skills are observed and recorded regularly. Collation of multiple observations and synthesizing evidence from different contexts help teachers to provide continuous feedback to students. These assessments focus on the effectiveness of the research conducted, the development of skills, student behaviour in different contexts, with synthesis of evidence. They are recorded in many forms such as checklists, anecdotes and narrative descriptions among others.

Student Reflection

Students are asked to reflect on what they learnt. Reflections are collected in an on-going manner and continuously shape learning and teaching practices.

Selected Responses

These assessments consist of uni-dimensional exercise. Tests and quizzes are the most familiar examples of this form of assessment.

Open-ended Tasks

In these tasks, students are presented with a stimulus and asked to share their ideas and thoughts. These could be a brief written answer, diagrams, solutions etc. These tasks, along with their success criteria will be co-constructed with the students and shared in their portfolio.

Reporting in PYP

In the PYP, reporting on student growth and learning is an essential part of the programme. Lady Andal School adopts a variety of reporting strategies to keep the students, the teachers and the parents in loop for the holistic development of the child. Some of the reporting strategies are mentioned below:

Student Portfolios

This is a personalized folder consisting of the highlights of student achievement throughout the primary school in addition to their notebooks. During the year, students and teachers gather examples of work that show progression in learning in all areas. The students, parents and teachers can share the portfolio together at the end of each term. Such portfolios are a memorable collection of every student and a great resource to track progress of the child.

Progress reports

These formal documents are shared at the end of each term, and report on student achievement and areas of growth in all subject areas. They also comment on the extent to which the student exhibits each of the learner profile attributes. The homeroom teacher along with the team of subject-specialists craft an individualized summary of the child's overall performance for the term. The progress report aligns with and fulfills the requirements to reflect the student's knowledge, skills, and conceptual understanding for the grade level, in accordance with local and state standards.

Student-led Conferences

Arranged through the homeroom teachers in the PYP, student-led conferences are a unique time for PYP students to walk their parents or guardians through what they have been learning at school, and to highlight their personal growth, challenges and achievements. Students will guide their parents or guardians through the contents of their portfolio, discussing the objectives of each included item and indicating their successes and room for growth; often, goals are set for the following term. Teachers are present, but stand apart from the conferences.

Parent-teacher Interactions

These meetings between teacher and parent(s) are meant as a time to touch base, share initial classroom observations, and to collaboratively discuss goals for the year ahead. Parents are invited to meet with each teacher and bring questions and comments in preparation for the conversations.

The curriculum and the child's overall performance are discussed and then revised accordingly as per mutual suggestions. Additionally, coffee-mornings, meet and greet, three-way conferences and parent teacher meetings are organized to promote transparency and increase parent and teacher interactions.

Toddle

All Parents will receive Toddle account information once their child has been enrolled and parents can keep track of their children's academic progress online. Academic reports can be accessed by the parents on Toddle. The students can easily use Toddle for their learning engagements as well.

Effective Assessment Practices at Lady Andal School

At Lady Andal School, effective assessment is a purposeful, fair, and supportive process that fosters meaningful learning and sustained growth. Our assessment approach is guided by the following principles:

Authenticity: Assessments are designed to connect learning with real-world applications, promoting relevance, engagement, and the development of skills needed for academic and future professional success.

Clarity and Specificity: Desired learning outcomes, success criteria, and the processes for achieving them are communicated clearly to learners, ensuring transparency and shared understanding.

Variety of Approaches: A range of assessment tools and strategies are employed to suit diverse purposes, providing a holistic view of each learner's progress and capabilities.

Differentiation: Assessments accommodate varied learning needs, preferences, and abilities, allowing for multiple approaches and levels of challenge.

Developmental Focus: Emphasis is placed on each learner's individual progress and growth over time, rather than comparison with peers.

Collaboration: Both teachers and learners are actively involved in the assessment process, from design to evaluation, fostering shared responsibility for learning.

Ongoing Dialogue: Assessment is interactive, involving continuous, constructive conversations about learning to deepen understanding and guide improvement.

Feedback for Improvement: Timely, specific, and constructive feedback is provided to help learners reflect on their performance and take actionable steps toward improvement.

Integrity: The highest standards of academic honesty and fairness are upheld in all assessments, ensuring reliability and trust in the process.

Continuous Improvement: Assessment practices are regularly reviewed and refined to remain effective, relevant, and responsive to the evolving needs of learners and the school community.

Through these practices, Lady Andal School cultivates a challenging, supportive, and constructive assessment culture that empowers learners to achieve their full potential.

Assessment in the MYP

Each IB MYP subject group has a set of four objectives developed by the IBO that correspond to the assessment criteria against which the student's work will be assessed. Assessment is criterion-based, so that students are assessed against published, agreed learning objectives. These learning objectives are published for each subject and each grade level, and are available to parents and students on the school's learning management tool, Toddle. The subject criteria are based on the learning objectives mandated by the IB.

Assessment Practices

MYP assessment at Lady Andal School comprises a broad range of performance tasks which measure what students can 'do'. Teachers use assessment data to inform teaching and students value assessment opportunities to reflect on learning. The nature of assessment, therefore, is varied, creative and challenging, which promotes critical thinking and metacognitive development.

Students are assessed in a variety of ways: written assignments, oral presentations, field work, practical work, role-play, debates, exhibitions, performance, tests and examinations, research papers, peer and self-assessment.

The MYP approach to assessment recognizes the importance of assessing not only the products, but also the process of learning. Consistent with IB expectations, MYP assessment encourages teachers to monitor students' developing understanding and abilities throughout the programme.

Formative assessment means that students will be given assessed feedback on their work to help them improve it. They will also be involved in this assessment, perhaps through assessing their peers or even themselves. Through effective formative assessments, teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help them achieve their true potential.

Summative assessment is a terminal activity usually assessed by the teacher, often graded tasks for the report cards. Only summative assessment achievement levels count towards the semester

grade. However, formative assessment results may be considered when summative tasks are missing for whatever reason as they provide evidence of student learning. Also, formative assessment results inform the teachers when using the “best-fit” approach to decide their final grades.

Horizontal and Vertical Articulation

Horizontal and vertical articulation are important strategies for developing and implementing effective assessment policies in the IB MYP.

Horizontal Articulation

It refers to the alignment of assessments and grading practices within a specific subject area or grade level. This helps to ensure that all students are being assessed on the same skills and knowledge, and that grading practices are consistent across teachers.

Some common strategies for horizontal alignment is:

- **Collaborative Planning:** Teachers in the same subject groups or grade levels collaborate to develop common assessments, establish grading criteria, and determine how to address student requirements. Collaborative planning ensures that students are being assessed on the same skills and knowledge.
- **Consistent rubrics:** Teachers use consistent rubrics that clearly define the criteria for success and align with the MYP Assessment objectives. Consistent rubrics ensure that students are being assessed on the same criteria and that grading is fair and consistent across all teachers.
- **Review of student work:** Teachers review student work together to ensure that the assessment criteria are being applied consistently and to identify areas where instruction may need to be adjusted. Reviewing helps teachers to identify common areas of difficulty and to make adjustments to their teaching to better support student learning.

Vertical Articulation

It refers to the alignment of assessments and grading practices across different grade levels or subject areas. This helps to ensure that students are building on their previous knowledge and skills as they progress through the program, and that they are being assessed on consistent criteria across different subjects.

Some common strategies for vertical alignment is:

Alignment of curriculum

Teachers across different grade levels ensure that assessments align with the MYP assessment objectives and the overall curriculum. This ensures that students are building on their prior

knowledge and skills as they progress through the programme.

Consistent expectations

Teachers across different grade levels use consistent language and expectations to describe student learning outcomes and success criteria. Consistent expectations ensure that students are being assessed on the same criteria across different subjects.

Review of student progress

| ASSESSMENT CRITERIA FOR ALL MYP SUBJECTS | | | | |
|--|--------------------------------------|---------------------------------------|-----------------------------------|--|
| Subject Groups | A | B | C | D |
| Language and Literature | Analyzing | Organizing | Producing text | Using languages |
| Language Acquisition | Comprehending spoken and visual text | Comprehending written and visual text | Communicating in response to text | Using language in spoken or written form |
| Individuals and Societies | Knowing and understanding | Investigating | Communicating | Thinking critically |
| Sciences | Knowing and understanding | Inquiring and designing | Processing and evaluating | Reflecting on the impacts of science |
| Mathematics | Knowing and understanding | Investigating patterns | Communicating | Applying math in real-life contexts |
| Arts | Knowing and understanding | Developing skills | Thinking creatively | Responding |
| Design | Inquiring and analyzing | Developing ideas | Creating the solution | Evaluating |
| Physical and Health Education | Knowing and understanding | Planning for performance | Applying and performing | Reflecting and improving performance |

Teachers across different grade levels review student progress to identify areas of strength and weakness, and to identify opportunities for differentiation or enrichment.

Assessment Grading

Teachers will grade all summative assessments against the pre-described IB MYP subject group rubrics. Teachers will use their professional judgment in determining which level descriptor best fits the student's performance on the assessment. To determine these achievement levels, teachers gather sufficient evidence of achievement from a range of summative assessment tasks. Teachers take all the summative data into account when determining a summative achievement level for a student in each criterion. Summative assessment data is recorded as an achievement level (1-8) as described within a criterion (A- D). In addition to determining achievement levels in each of the criteria, we award a grade for each subject by adding together the student's overall achievement level in each of the criteria of the subject group (maximum 32). The grade boundary guidelines table below is used to determine the reporting grade at the end of semester one and for the year.

| Grade | Boundary guidelines | Descriptor |
|-------|---------------------|--|
| 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. |
| 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. |
| 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 situations. |
| 4 | 15–18 | Produces good-quality work. Communicates basic understanding of most concepts and contexts 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. |
| 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 in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations. |
| 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. |
| 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. |

Assessment Criteria

The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught. They encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Assessment criteria for years 1, 3 and 5 are provided in the MYP subject-group guides.

Each criterion (A, B, C, D) for each subject group is broken into different achievement levels with numerical values from 0-8. Each achievement level has specific level descriptors that describe what a student needs to do to attain a specific achievement level. All summative assessments are assessed against the IB MYP published criteria rubrics for each subject group and year level. Given that the MYP published assessment criteria are holistic, teachers are asked to develop task-specific clarifications for the different achievement levels and level descriptors on the assessed rubrics. Task-specific clarifications will bring a level of specificity to the assessment criteria and help students understand the precise areas that are being assessed.

Each criterion must be assessed at least twice per year. The teacher will determine the ‘best sustained effort’ for each criterion and give a semester grade for that criterion. Criterion levels will then be added up and converted to a 7-point scale. Using the grade boundaries provided by the IB, students get a final grade out of 7 for each subject (1 being the lowest grade and 7 the highest grade).

Students are required to get a minimum grade of 3 to be promoted to the next grade.

Internal Standardization and Moderation

Internal standardization in assessment ensures fairness and consistency in grading across different classes and teachers. Teachers evaluate student work using standardized IB criteria, and regular moderation meetings are held to align grading practices. During these meetings, a sample of student work is reviewed to ensure that assessment standards are applied consistently. Additionally, external moderation (from different teaching cohorts) involves reviewing a sample of internally assessed coursework to align with global standards.

Feedback from internal and external moderation helps identify and correct any discrepancies, ensuring that all students are assessed equitably. These practices together maintain the integrity and reliability of IB assessments, providing a consistent measure of student performance.

MYP Projects

MYP Personal Project

The Personal Project is an integral component of the MYP and should be completed in order to be awarded the certificate of participation at the end of MYP 5. The MYP personal projects help learners to develop the attributes of the IB learner profile, engage in practical explorations through the cycle of inquiry, action and reflection.

Students decide what they want to learn about, identify what they already know, discover what they will need to know to complete the project, and create a proposal or criteria for completing it.

The Personal Project Coordinator is responsible for projects that align with Lady Andal School's goal of creating mindful global citizens.

MYP e-Assessment

MYP eAssessment offers students opportunities to demonstrate disciplinary and interdisciplinary understanding, international-mindedness, critical and creative thinking, problem-solving skills and the ability to apply knowledge in unfamiliar situations. On-screen examinations and ePortfolios provide a balanced model of assessment for schools seeking IB- validated grades. Official IB recognition of achievement in the MYP is only available for students who participate in and successfully complete the required eAssessments.

MYP Certificate

The MYP certificate is the highest standard of achievement in the MYP and results in official recognition and IB-validated grades. The MYP certificate requires participation in the final year of the programme, with recommended participation for two years, and successful results from:

- five on-screen examinations (one from each of four required subject groups, plus an interdisciplinary assessment)
- one ePortfolio from a course of study in language acquisition
- one ePortfolio from a course in physical and health education, arts or design
- the personal project.

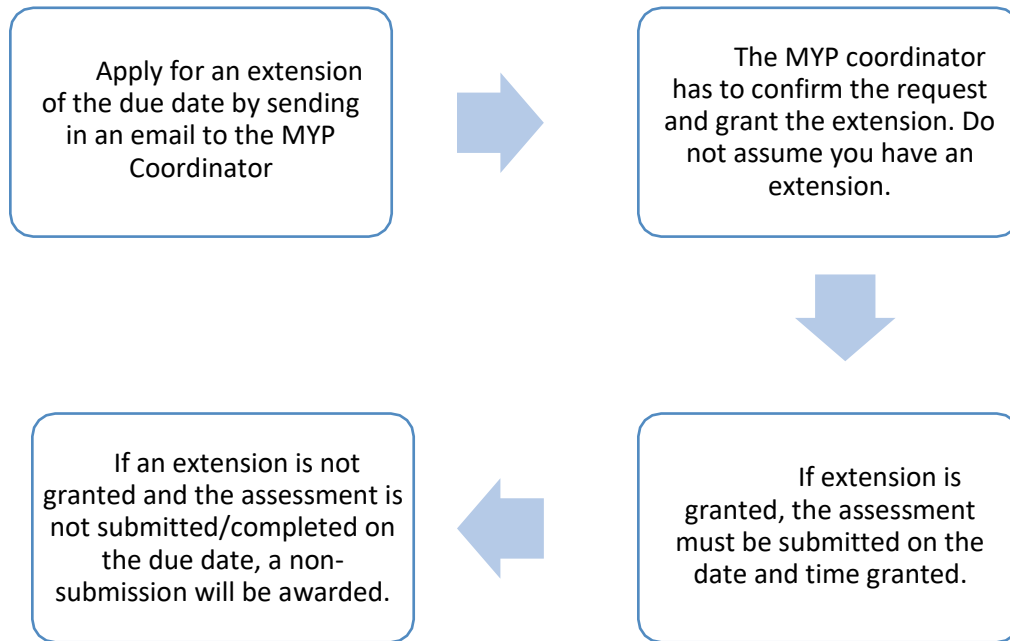
In order to obtain the MYP certificate, students must meet the school's expectations for community services.

Student Guidelines for Assessment

- Summative assessment is used to report how well a student is progressing in a particular subject.
- Summative assessment dates are not flexible. Failure to submit Middle Years Programme assessment requirements on the school due dates will result in a non- submission for that assessment.
- Summative assessment is not optional. All MYP students must undertake and complete all requirements for summative assessments.
- All assessment must be submitted as outlined on the assessment task sheet, in the format required by the date and time required.
- Technical difficulties with computers, lifestyle choices like travel or early school holidays and regular school commitments, are not acceptable excuses for missing assessment deadlines or lessons.

Appropriate documentation and the granting of extensions through the process below will be

required for students missing summative assessments and deadlines.



Special Considerations

The IB believes that all candidates must be allowed to undertake assessment under conditions that are as fair as possible. The IB has two forms of special provision to ensure assessment is fair.

Candidates with assessment access circumstances

A learning support requirement(s) often necessitates assessment access arrangements. The school is able to authorize inclusive assessment arrangements (based on guidelines from the IB Organization) for a candidate with assessment access requirements.

Candidates with adverse circumstances

Adverse circumstances are defined as those beyond the control of the student that might be detrimental to his or her assessment performance, including temporary illness or injury, severe stress, exceptionally difficult family circumstances, bereavement or events that may threaten the health or safety of candidates. Any application for special consideration in cases of adverse circumstances must be submitted to the school's MYP coordinator (all applications are assessed based on guidelines provided by the IB Organization).

Incomplete assessment

In cases of incomplete assessment in a subject, the school may, at its discretion, award a grade for the subject if both of the following circumstances are established:

- An acceptable reason is provided by the school for the incomplete assessment being beyond the student's control, such as acute illness or injury, the death or funeral of a close relative, unavoidable attendance at a hospital or court of law, and the student has submitted sufficient work, as determined by the MYP Coordinator.
- Students failing to submit or complete Summative Assessment requirements on the due or scheduled date, without an extension granted, will be awarded a non-submission.

If a non-submission is determined the following principles will be applied by the MYP Coordinator:

- If the assessment is an assignment then the most recent draft will be assessed. If a draft is not available the student will be required to complete requirements in the subject lesson for submission. If the student has completed the assessment but has not submitted it by the due date, they will need to apply for an extension as outlined above.
- The MYP Coordinator will determine if an extension can be granted and the assessment accepted after the due date, if granted it will be assessed instead of the draft work.
- If the assessment is an exam and an extension is approved, the MYP Coordinator will determine a future date for the exam, or where necessary an exemption from the assessment. If an extension is not granted (including unapproved leave) then a zero standard for each of the criteria assessed will be awarded for that reporting period. If this occurs as part of a recurring pattern, then the zero grade may be maintained for all affected assessments for the calendar year. Students will be required to complete the assessment as soon as possible after the due date for feedback purposes.
- If a student fails to submit work on time on three occasions (without prior extension) an email to the parents and the coordinator will be sent. If such behaviour continues, the coordinator and the head of school will consult with parents for further course of action.

Please note: Students are responsible for reminding the teacher upon return and arranging the presentation. Should this not happen, students will not receive a mark and the score box will be left empty. Additionally, any grades left empty results in the students receiving a non- applicable (N/A) on their reports. N/A will affect the students' chances for promotion to the next grade.

Assessment in the Diploma Programme

Final IBDP Examinations

The final International Baccalaureate Diploma Programme (IBDP) examinations are held at the end of the two-year programme, typically during the May examination session.

Assessment Components

- The IBDP assessment includes both **internal** examinations and **external** assessments.
 - **Internal Assessments (IAs)** are a core and mandatory component of the Ib Diploma Programme, representing a significant 25 - 30 % of a student's final grade in each subject. This substantial weighting make the IA an integral and non - negotiable part of a student's IB assessment journey.
Completed over the two - year course, IAs are graded by teachers against strict IB criteria and include diverse formats such as lab reports, essays, portfolios, and presentations. To support students, teachers provide comprehensive formative feedback on one complete first draft, focusing only on identifying areas for improvement as per IB criteria; providing edits, rewrites, or a predicted grade is expressly prohibited. All work submitted after this feedback must be the student's own unaided work. Finally, a sample of IA grades from across the Diploma Programme is submitted to the IB for external moderation to ensure global grading consistency.
All submission deadlines for both drafts and final work are published in the school's assessment deadlines for both drafts and final work are published in the school's assessment calendar and communicated in advance to students and parents.

Internal assessments for Core subjects (Theory of Knowledge, Extended Essay, and Creativity, Activity, Service (CAS)) are graded and uploaded in accordance with IB guidelines.

- **External Assessments** are mandatory evaluations conducted by the IB, including written exams during the May session of Year 2 and externally assessed coursework (e.g., essays). These are graded by IB examiners as appointed by the IB to mark the examinations to maintain global standardization. Examination dates and deadlines are published and shared with students and parents in a timely manner.
- Registration for IBDP Examinations
 - Registration for the May examination session must be completed by the preceding October - to meet the first deadline of registration.
 - Students must meet the school's internal pass criteria and be up-to-date with all internal assessments to be eligible for registration as an IB Diploma Candidate.

- Eligibility for IB Diploma Registration
 - Only students who meet the school's academic and assessment requirements will be registered as full IB Diploma Candidates.
 - Students who do not meet the eligibility criteria will be registered as IB Course Candidates, allowing them to take individual subject examinations without pursuing the full diploma.

School Responsibility

The school will ensure that all internal assessments are completed, graded, and submitted in accordance with IB deadlines and guidelines.

Students and parents will be informed of registration deadlines, eligibility criteria, and assessment requirements in a timely manner.

Communication of Student Achievement

The school employs various methods to communicate student progress and achievement throughout the academic year. The school uses Managebac and Assessprep to ensure timely reporting and weekly announcements to parents. Parent-teacher meetings are held each semester, providing an opportunity for parents and guardians to discuss their child's progress in individual courses with teachers. Additionally, teachers may contact parents or guardians on an individual basis as needed to address specific concerns or achievements.

IB DP Grading Scale at the School level

The IB Diploma Programme uses a **1–7 grading scale** for individual subjects, with 7 being the highest achievable grade. These grades reflect a student's performance against the IB's rigorous assessment criteria. In addition to subject grades, up to **3 bonus points can be awarded based on performance in the Theory of Knowledge (TOK) and the Extended Essay (EE)**. **The maximum total score a student can achieve in the IBDP is 45 points.**

The Report cards that will be presented at the end of each semester will report grades as percentages. In order to report the achievement of the students, teachers use the following table:

| IB Level | Percentage in Range |
|-----------------|---------------------------------|
| 7 | 96 - 100 |
| 6 | 85 - 95 |
| 5 | 74 - 85 |
| 4 | 62 - 73 |
| 3 | 51 - 61 |
| 2 | 40 - 50 |
| 1 | Below 40 (failing grade) |

The school is committed to ensuring transparency and open communication regarding student progress, helping students and parents understand the IB grading system and its implications for academic achievement.

Standardization and Moderation

At our school the integrity of the IB DP assessments through structured standardization and moderation processes to ensure consistency and fairness. Cross – marking and moderation within subjects teams are common to minimize bias.

Internal moderation for IAs and other significant tasks will be reviewed by a teacher from the same department to ensure consistent application of IB assessment rubrics. Departments will hold regular collaborative sessions to collectively assess sample student work, discuss the application of criteria and align their judgement.

Students are introduced to grade descriptors and criteria for the Internal Assessment. For moderation, the school submits a representative sample of student work to IB examiners for external verification, ensuring our marking aligns with global standards. Any adjustments recommended by the IB are applied uniformly to maintain fairness. These processes guarantee that all student work is evaluated accurately, reflecting true achievement in line with IB expectations.

Predicted Grades

Predicted grades are a rigorous, forward - looking assessment of a student's demonstrated academic performance and potential throughout the two - year Diploma Programme, prior to the final examinations. Teachers at Lady Andal School exercise their professional judgement to ensure these predictions are as accurate as possible, based on a comprehensive review of the student's work.

An initial set of grades is shared with universities in September of year 2 to support applications. A final, official predicted grade is submitted to the IB in March of Year 2.

For students attending universities in India, the IB must be notified by the beginning of year 2; upon notification, the IB will issue an official equivalency document to the school and the

university. It is important to note that all predicted grades are distinct from the student's final IB results.

Alignment with IB Guidelines

The school adheres to the IBO criteria for predicating grades, maintaining consistency and fairness across all assessments. This ensures a true representation of a student's capabilities while upholding the IB's standards of integrity and objectivity.

Awarding of the IB Diploma

To be awarded the IB Diploma, candidates must meet the requirements set by the International Baccalaureate Organization (IBO). This includes successful completion of the following components:

- **CAS Requirements:** The candidate must successfully complete the Creativity, Activity, and Service (CAS) program.
- **Minimum Points:** The candidate must earn a minimum of 24 points in total.
- **No "N" Grades:** The candidate must not receive an "N" (No Grade) for Theory of Knowledge (TOK), the Extended Essay (EE), or any subject (HL or SL).
- **No "E" in TOK/EE:** The candidate must not receive a grade "E" in either TOK or the Extended Essay.

Students may choose a Language A other than English in the Diploma Programme (DP), but this will be offered as a school - supported self-taught option, depending on the student's ability to meet course requirements.










If a student requests to study in their native or home language as Language A, the following options will be considered:

School – supported self-taught Literature (SL) – the school may oversee the appointment of a qualified tutor, providing direct supervision and guidance for the completion of all Internal Assessment components; but the student mostly studies on their own and at their own cost.

- The school assigns a mentor/coordinator to guide deadlines and exam requirements.
- The IB provides a syllabus and reading list, but the student must find their own resources.
- Bi-lingual Diploma – two languages may be taken from the Studies in Language and Literature group, one of which will be a subject taught at the school.

To be awarded the IB Diploma, students must meet all the following requirements. We view these not as barriers, but as essential benchmarks that ensure the integrity of the diploma and signify a student's readiness for their next steps. Our school community is committed to providing the support and guidance every student needs to achieve these goals.

The diploma will be awarded to candidates provided they have:

-  Successfully completed all Creativity, Activity, Service (CAS) requirements.
-  Achieved a total of 24 points or more across their six subjects.
-  Received a grade for TOK, the Extended Essay, and each contributing subject (no 'N' grade).
-  Achieved at least a grade D in both TOK and the Extended Essay.
-  Not received a grade 1 in any subject or level.
-  Not received a grade 2 in three or more subjects (HL or SL).
-  Not received a grade 3 or below in four or more subjects (HL or SL).
-  Achieved at least 12 points total in their Higher Level subjects (for students taking four HL subjects, the three highest scores will count).
-  Achieved at least 9 points total in their Standard Level subjects (students taking only two SL subjects must achieve at least 5 points at SL).

We understand that the IB Diploma is a challenging program. Our dedicated advisors work closely with each student throughout their journey to help them meet these standards and celebrate their achievements.

1. Grading and Marking

1.1. Marking Schemes and Criteria

A standardized marking scheme for all DP subjects, aligned with IB assessment principles, is devised and maintained. This scheme is subject to continual review and revision to ensure its efficacy and relevance. All assessment is criterion-referenced, judged against pre-defined standards rather than the performance of peers.

1.2. The IB 1-7 Grading Scale

Student achievement is measured using the IB's 1-7 scale. Final grades are determined by applying established grade boundaries to student scores, ensuring objective and consistent evaluation across all subjects. The official IB general grade descriptors form the foundation of this judgment.

****IB
Grade Descriptor****

7 **Excellent:** Demonstrates conceptual clarity, sophistication, and high-level critical thinking. Uses subject-specific terminology precisely and effectively.

6 **Very Good:** Commands knowledge and understanding well, often demonstrating strong analytical and evaluative skills.

5 **Good:** Shows competent understanding of concepts and skills, with reasonable levels of critical thinking.

4 **Satisfactory:** Demonstrates adequate knowledge and understanding but responses may be generalised or lack depth.

3 **Mediocre:** Shows limited command of content and skills, with some understanding but significant gaps.

2 **Poor:** Evidence of some understanding but responses are incomplete, inaccurate, or superficial.

1 **Very Poor:** Minimal evidence of understanding of the subject matter.

Note: Subject-specific grade descriptors, as detailed in each IB guide (see Appendix 3), take precedence for internal assessments.

1.3. Use of Rubrics

Clear tasks - specific rubrics, directly aligned with the Assessment Objectives - AOs outlined in the IB subject guides, are created for all significant assessments. These rubrics are communicated to students in advance to ensure transparency, rule out subjectivity in marking, and provide a clear roadmap for success.

1.4 Internal Assessment (IA) and Academic Integrity

Students must strictly adhere to the published timelines for the submission of all Internal Assessment work. Extensions are granted only under exceptional circumstances. Furthermore, all work must conform to the standards laid out in the school's Academic Integrity Policy, emphasising authentic authorship and proper citation.

1.5 Formative and Summative Assessments:

The formative assessment is an ongoing, low - stakes process integrated into daily teaching. It includes activities such as quizzes, drafts, oral presentations, and peer reviews. The Summative Assessments are high - stakes assessments that evaluate student achievements at the end of a learning period.

Each DP course will have a minimum of two or three significant SAs per semester. This ensures a robust body of evidence for predicting grades and tracking progress. A summative assessment schedule will be designed at the beginning of every academic year, to avoid any undue congestion. This schedule will also include a mock examination series for Year 2 students to simulate the final IB exam experience.

2. Recording and Reporting Feedback/Assessment

2.1. Principles of Feedback

Timely, constructive, and comprehensive feedback is provided to students and parents to highlight strengths, outline areas for improvement, and strategize for future growth. Feedback on formative assessments is provided periodically to guide the learning process.

2.2. Recording of Assessment Data

All formative and summative assessment data will be recorded and reported in the school's learning management system, ManageBac. Every recorded assessment task is clearly categorized as either Formative or Summative. Teachers record marks and feedback in the system within a specified time frame after the assessment's due date to ensure feedback is relevant and actionable.

2.3. Summative Assessment Review

Following summative examinations, the marking scheme and exemplar are discussed with students when papers are returned. This practice demystifies the grading process and turns assessments into learning opportunities.

2.4. Report Cards

Semester report cards provide a holistic view of student performance, including:

- [Achievement Grade](#): The IB 1 - 7 grade
- Effort Grade: A measure of the student's application and diligence.
- Teacher Comments: Constructive remarks on specific strengths and areas of improvement.
- Attendance Records: Data on regularity and punctuality.

2.5. Parental Engagement

A Teacher - Parent Meeting is scheduled after major summative examination periods. These meetings facilitate one - on - one discussions with subject teachers and the DP Coordinator to review student progress and develop supportive strategies.

3. Understanding and Application of DP Assessment Criteria

3.1 Foundation in Criterion - Referenced Judgement

All assessment in the Diploma Programme is fundamentally criterion - referenced. This means that student work is evaluated exclusively against pre - defined, public criteria and mark schemes (as provided by the IB), rather than through comparison or ranking against the performance of peers. The primary purpose of this approach is to provide an objective and transparent measure of each student's achievement against international standards.

3.2. Mandatory Use of Official IB Assessment Instruments

The sole authority for assessing DP student work rests with the official IB documentation. These instruments are non - negotiable and form the basis of all assessment design and judgement.

Subject - Specific Assessment Criteria: Each IB subject guide provides detailed criteria (A,B,C,D) with specific mark bands. These are the definitive standards for evaluating student work.

Task - Specific Clarifications: While the IB provides the framework, teachers must develop and provide students with task - specific rubrics and clarifications that directly translate the IB criteria for each particular assignment, ensuring students understand how the general criteria apply in context.

Grade Descriptors: The IB's general and subject - specific grade descriptors (1-7) are used to contextualize student performance levels and guide the final determination of achievement grades.

3.3. Professional Practice and Teacher Responsibility

Consistent and accurate application of DP assessment criteria is a core professional responsibility for the DP teachers. This is operationalized through the following practices:

- **Internalization of Criteria:** Teachers are expected to achieve a deep, working knowledge of assessment criteria for their subject(s). This is a prerequisite for effective teaching and assessment.
- **Alignment of Task Design:** All summative assessment tasks must be explicitly designed to target the specific command terms, assessment objectives, and criteria outlined in the subject guide. Tasks should authentically allow students to demonstrate the skills and knowledge described in the mark bands.
- **Consistent Application and Feedback:** When marking student work and providing feedback, teachers must use the language of the IB criteria. Comments should directly reference the descriptors. This ensures feedback is strategic and directly linked to the standards for improvement.

Connection to other Policies

Language and Assessment Policy

All aspects of the language are assessed via prior knowledge assessments, formative and summative assessments. Assessments are designed with clarity of language to give accessibility to learners who may need support. Teachers are required to make all their summative assessments based on the IB criteria, cited in the respective subject guide.

Assessments are designed to evaluate not only academic content but also students' progress in acquiring the language; provision of feedback that helps students improve their language skills alongside their academic achievements.

Inclusion and Assessment Policy

The Assessment Policy establishes guidelines for evaluating student performance, ensuring that assessments are consistent, criterion-based, and aligned with IB standards. It incorporates various assessment methods and feedback mechanisms, along with internal and external moderation, to provide a comprehensive view of student learning. This includes those with diverse needs, have access to a supportive and accessible learning environment. It focuses on making necessary accommodations, providing additional support services, and developing individualized education plans (IEPs) to meet the needs of all learners.

Admission and Assessment Policy

The Admission Policy includes a thorough evaluation process that consists of reviewing academic records to understand the student's previous performance and readiness for the IB curriculum. This is complemented by entrance tests in core subjects to assess the student's current knowledge and skill levels. Additionally, interviews provide insight into the student's motivation and alignment with the IB philosophy, while portfolio reviews offer a comprehensive view of their academic achievements and interests.

By incorporating these assessments into the admission process, the school ensures that admitted students are equipped to thrive in the school environment. This approach not only helps identify students who are well-prepared but also allows the school to provide the necessary support and resources from the outset, fostering a successful educational experience tailored to each student's needs and potential.

Academic Integrity Policy and Assessment Policy

We place a strong emphasis on academic honesty to uphold the credibility of our assessments and to foster a culture of integrity among students. Assessments are designed to measure students' knowledge, skills, and understanding in a fair and unbiased manner. Academic Integrity is

expected to prevent misconduct such as plagiarism and cheating, ensuring that all students are assessed based on their genuine work. This connection between academic integrity and assessments ensures that the process is transparent, equitable, and aligned with the IB elements.

Responsibilities of Stakeholders

It is imperative that all members of the learning community take ownership and responsibility for student achievement. In terms of assessment, it means:

Educators

- Design appropriate, engaging, and rigorous units of study and assessments.
- Align assessments with stated learning objectives/criteria, inquiry questions, significant concepts, and approaches to learning skills.
- Provide students with clear rubrics and task specific clarifications at the beginning of each unit.
- Provide opportunities for students to reflect on their performance on a given assignment or assessment.
- Provide timely and meaningful feedback to students and parents/legal guardians of student progress and areas of growth.
- Collaboratively work together to maintain consistent assessment procedures.
- Use professional judgment when determining levels of achievement.

Students

- Strive to exemplify the IB learner profile in their approaches to learning and assessments.
- Familiarize and understand the criteria rubrics and learning objectives for each subject group.
- Reflect regularly on the knowledge, concepts and skills they are developing.
- Actively participate in the inquiry and exploration in their classrooms.
- Reflect on the feedback that teachers give on summative assessment rubrics, while setting goals that allow for continuous improvement.

Pedagogical Leadership Team

- Provide time and resources to educators for implementation of the assessment policy.
- Provide ample time for collaborative planning.
- Conduct regular MYP meetings and subject group meetings.
- Provide opportunities for IB professional development workshops.
- Arrange parent and student conferences with all MYP teachers.

Parents

- Familiarize themselves with the criteria rubrics and learning objectives for each of their children's courses.
- Support their children's academic and character growth throughout the MYP.
- Communicate with teachers, students and the coordinator about questions or comments they have regarding their student's progress in the MYP.

Assessment Policy Review

The Assessment Policy of Lady Andal School has been collaboratively developed by the members of the Pedagogical Leadership Team, in consultation with the Governing Body, Teachers, Counsellors, and Learning Diversity Educators have also contributed to the formulation of this policy.

This policy is shared with all relevant stakeholders, including parents and teachers. We encourage stakeholders to share their suggestions or request changes at any time. All feedback and recommendations will be periodically reviewed and, where appropriate, incorporated after careful evaluation and discussion.

The policy was last reviewed in March and July 2025 and is scheduled for its next review in August 2025. Regular reviews are conducted to ensure that the policy remains aligned with the best interests of our students and continues to support their learning and well-being effectively.

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LADY ANDAL SCHOOL

*'Shenstone Park', 7, Harrington Road,
Chetpet, Chennai - 600 031.*

