

Himalayan WhiteHouse School

ASSESSMENT POLICY



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1. Vision and Mission

Vision

Himalayan WhiteHouse IB World School aims to develop globally aware citizens who are lifelong learners and leaders.

Mission

Himalayan WhiteHouse IB World School is committed to the harmonious holistic development of every child for excellence in academics, character, leadership, service as action, and global citizenship. We believe that children should be internationally minded, empathetic, responsible and lifelong learners who will not only set examples for themselves but also contribute to society with grit and resilience.

2. Why Do We Assess?

Philosophy

At Himalayan WhiteHouse School (HWS), we believe assessment is one of the most important tools we use to inform planning and practice, guided instruction, and lead to improved student learning. Assessment is the key component that allows us to effectively differentiate the curriculum, personalize learning, and deliver the curriculum to a student's zone of proximal development. We believe that the best assessment is ongoing, relevant, and authentic and should include all stakeholders. In the PYP, assessment emphasizes inquiry-based learning and the development of the Learner Profile. It fosters student agency, reflection, and conceptual understanding, supporting students as lifelong learners.

Definition of Assessment

Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do, and feel at different stages in the learning process.

The International Baccalaureate Middle Years Programme (MYP) is a mandated framework having specific rubrics and a grading system that must be used. The **eight subject groups**, interdisciplinary units and community service all have designated and measurable learning objectives. Integrated with the written and taught curriculum, the assessed curriculum is considered throughout the processes involved in planning for learning. Each subject area has four criteria that are separated into strands addressing specific objectives, skills or performances to be demonstrated. All strands of all criteria must be assessed at least twice in each academic year, in accordance with IB norms and guidelines. Assessment in the MYP is largely an internal (school-based) process, and teachers

collaboratively plan to assure that all units logically link to the objectives and criteria by creating assessment tasks and providing feedback that meets the programme requirements.

Purposes of Assessment

Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes which are:

A. Assessment for Learning (Formative Assessment):

Focuses on ongoing feedback to guide and improve both teaching and student learning. It helps identify strengths, weaknesses, and areas for improvement during the learning process.

B. Assessment of Learning (Summative Assessment):

Measures what students have learned at the end of a course or instructional period, often used to determine grades or achievement levels.

C. Assessment as Learning:

Encourages students to reflect on their learning and take ownership of the process, fostering self-regulation and deeper engagement with the material.

In the PYP, assessments aim to support the understanding of the five essential elements: knowledge, concepts, skills, attitudes, and action. Formative assessments help students engage with inquiry processes, while summative assessments demonstrate their grasp of the Central Idea and inspire meaningful action. The prime objective of assessment in the Primary Years Program (PYP) is to provide feedback on the learning process. (IB PYP The Primary Years Program – A Basis for Practice, pg. 13)

MYP assessments are ongoing (assessment for learning), criterion-related (not norm referenced) and are designed to support student learning with timely feedback, cultivate positive attitudes to learning, measure the learning process, recognize success, adapt planning and teaching, develop critical thinking and intend to guide students in constructive reflection and self-evaluation.

Assessment in the MYP aims to:

- Support and encourage student learning by providing feedback on the learning process
- Inform, enhance and improve the teaching process
- Provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments
- Promote positive student attitudes towards learning
- Promote a deep understanding of subject content by supporting students in their inquiries set in real- world contexts

- Promote the development of critical- and creative-thinking skills
- Reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- Support the holistic nature of the programme by including in its model principles that take account of the development of the whole student. (MYP Principles and Practice)

3. What Do We Assess?

Formative Assessment

Formative assessment provides information that is used in order to plan the next stage of learning. Formative assessment and teaching are directly linked and function purposefully together, while aiming to promote learning by giving regular and frequent feedback. This helps learners:-

- A. recognize the criteria for success,
- B. foster enthusiasm for learning,
- C. develop the capacity for self-assessment
- D. engage in thoughtful reflection, and deepen knowledge and understanding

Summative Assessment

Summative assessment aims to give students and teachers a clear insight into each student's understanding. Summative assessment is the culmination of the teaching and learning process and gives the students opportunities to demonstrate what has been learned. It measures understanding of the Central Idea and promotes students toward action.

Assessment should effectively guide students through the five essential elements of the PYP curriculum: understanding concepts, acquisition of knowledge, the mastering of skills, the development of attitudes, and the demonstration of action as a result of learning.

Summative assessment, which takes place at the end of each instructional unit which is well integrated in the IBMYP framework. It provides an indicator of students' achievement in a particular unit against the MYP objectives for a particular subject area.

MYP Assessment Summary

- The IB gives objectives and assessment criteria for each subject area.
- There are four assessment criteria for each subject group.
- Student **achievement levels** are based upon their meeting the criteria for that level.
- Assessment activities will allow students access to the full range of achievement descriptors.
- Evidence of **formative** assessment in preparation for **summative** assessment should relate to subject criteria. By focusing on what students need to know for the subject through formative assessments help prepare them step-by-step, ensuring they are ready and confident when it's time for the final assessment.
- Assessment rubrics are developed and applied to all **summative** assessment tasks.
- Both **formative** and **summative** assessment will occur within a single grading period.
- MYP grades determine how well the student has demonstrated mastery of the published criteria, using the subject area teacher's professional judgment along with student evidence.

Assessment Strategies

A. Agency in Assessments

Students can choose from a range of tasks (e.g., presentations, essays, or visual projects) to demonstrate their understanding. Students get the agency to choose the due dates of formative assessment. Students get to redo and refine their task if they are not satisfied with their achievement level. In the PYP, students demonstrate agency by selecting how to present their understanding, such as through artwork, presentations, or written reports. This fosters ownership of learning and builds confidence.

B. Self-Designed Quizzes

Students may develop questions and quizzes that they believe reflect the key learning concepts, promoting critical thinking and deeper engagement with the content.

C. Peer-Assessed Tasks:

Formative assessments may include peer review where students provide constructive feedback to one another, fostering collaborative learning.

D. Observation

All students are observed regularly, ranging from group to individual observation. Observations will be particularly useful when assessing some attitudes and/or skills.

E. Open-Ended Task

This strategy allows teachers to present students with a stimulus and ask them to communicate an individual, creative response.

F. Performance Assessments

This form of assessment meets the individual learning styles of each student and requires the use of many skills. Performances of understanding may take the form

of a composition, a research report, a presentation, role-play, or a proposed solution.

G. Portfolio Assessment

Portfolios can be used to record learning achievements. Pieces of work are chosen that show level of knowledge and understanding, and that demonstrate skills and attitudes.

H. Process-Focused Assessment

Through observation, a system of note-taking and record keeping is created that minimizes writing and recording time: checklists, inventories, and narrative descriptions.

I. Process Journals

The use of process journals allows the teacher and student to communicate about the processes of learning and can be used for meaningful and purposeful reflection.

J. Selected Responses

Tests and quizzes are the most familiar examples of this form of assessment. The answer might be a brief written answer, a drawing, a diagram, or a solution.

Tools

A. Exemplars

These are samples of student work that serve as a benchmark for each achievement level in a scoring rubric.

B. Checklists

These are lists of information, data, attributes, or elements that should be present in student work. A mark scheme is a type of checklist.

C. Anecdotal Records

Anecdotal records are brief written notes based on observations of students. "Learning stories" are focused, extended observations that can be analyzed later. These records need to be systematically compiled and organized.

D. Continuums

These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a learning process.

E. Rubrics

Rubrics provide an established set of criteria for rating students in all areas. The descriptors inform the assessor of the characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale.

F. The Exhibition

The PYP Exhibition is the culminating project in Grade 5, allowing students to demonstrate their understanding of the five essential elements. It emphasizes student agency as they choose lines of inquiry, collaborate, and take action based on their findings. The exhibition requires that each student demonstrates engagement with the five essential elements of the PYP program—knowledge, concepts, skills, attitudes, and action. It is also an opportunity for the students to exhibit the developed attributes of the **Learner Profiles**. The exhibition takes place

under any of the six transdisciplinary themes, at the discretion of the school. For further details of the PYP exhibition, see pages 53 and 54 of **Making the PYP Happen**.

G. Community Project:

The MYP Community Project is an integral part of the Middle Years Program, designed to encourage students to:

- Explore their rights and responsibilities as members of a community.
- Apply what they have learned to solve real-world issues.
- Develop personal and academic skills, including research, collaboration, and reflection.
- Foster global awareness and community engagement.

The project is mandatory for all students at the end of MYP Year 4 and serves as a culminating activity that reflects the IB's mission and values.

Participation in the MYP Community Project is mandatory for all MYP Year 4 students. Non-compliance will affect the completion of the MYP and the student's ability to progress to the next stage of their education.

The MYP Community Project is a transformative experience that empowers students to make a difference in their communities while developing essential life skills. By embracing this opportunity, students become compassionate, knowledgeable, and proactive global citizens.

4. How Do We Assess?

Documenting Progress, Grading, and Reporting

The processes of documenting progress, grading, and **reporting at IST are unique to each program. Each of these processes is outlined below.**

Primary Years Program (Grades 1–5)

PYP teachers are expected to keep anecdotal notes on every student and record their observations. Accurate observations help meet the needs of individual students and facilitate curriculum planning. Teachers use portfolios to document student learning across the inquiry cycle. These portfolios include evidence of understanding, reflections on the Learner Profile attributes, and progress in ATL skills.

These observations are ongoing, focused, and varied. Assessments that indicate level of prior knowledge, as well as formative and summative assessments, are used to inform the teacher and student of the next stages of learning. Opportunities for self-assessment and peer assessment will be given.

Documenting progress in the Units of Inquiry

Each Unit of Inquiry involves prior knowledge assessments, other formative assessments, and a summative assessment to ensure understanding of the Central Idea. Many different tools such as checklists, rubrics, and thinking routines are used to document learning and progress.

Students are also expected to engage in reflection and self-assessment in relation to attitudes and the Learner Profile, which will be kept in the student's assessment folder.

Documenting progress in single-subject areas

Each single-subject area has developed appropriate assessment tools to be used with students in the PYP, reflecting both talent and progress. Assessment in single-subject areas reflects the same principles as those in the Units of Inquiry.

Inclusive assessment

HWS acknowledges the variety of abilities and multiple intelligence and the individuality that exists in the academic, personal, and social aspects of development. Differentiation of instruction, considered exemplary practice in all circumstances, is one manner of dealing with learning exceptionalities. Inclusive assessment techniques may be appropriate in some instances for students with identified and documented learning needs. PYP assessments are inclusive, accommodating diverse learning needs through differentiated tasks, visual aids, and flexible timelines. These practices ensure that every student can demonstrate their understanding meaningfully.

Middle Years Program (Grades 6–9)

Criterion-related assessment

The Middle Years Program (MYP) identifies a set of objectives for each subject group. These, in turn, are directly related to the assessment criteria of that particular subject group. The level of student success in reaching the objectives of each subject group is measured in terms of levels of achievement described in each assessment criterion.

Determining a grade during the program

MYP rubrics are designed by the IB and are made task specific by the subject area teacher (possibly collaboratively with students) as an evaluation tool for **formative** and **summative** assessments and are created before the unit is taught (and possibly modified based on student input). Teachers provide students with the criteria complete with task-specific clarification (TSC) before the assessment task is assigned. These rubrics help students understand what is required of them to fulfill the criteria for a particular piece of assessed work and how the criteria applies to the task. TSC provides clear, measurable evidence of learning.

The teacher must communicate to students achievement levels in each of the criteria. The overall subject grades must be based on the levels achieved in all of the criteria in that particular subject.

To support the development and use of transparent grading systems, HWS requires that:

- **The IB 1–7 grading scale is used in conjunction with modified general grade descriptors that provide** written descriptions of each grade
- Teachers validate the reliability of the grading process by standardizing their understanding and application of the criteria before deciding on achievement levels

MYP				
Subject areas	Objectives/Assessment criteria			
	A	B	C	D
English Language and literature	Analyzing	Organizing	Producing text	Using language
Nepali Language acquisition	Analyzing	Organizing	Producing text	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and developing	Reflecting on the impacts of science
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real world contexts
Physical & health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance

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Arts Performing & Visual	<i>Knowing and understanding</i>	<i>Developing skills</i>	<i>Thinking critically</i>	<i>Responding</i>
IDU and CP criteria needs to be assessed once in a year.				
Interdisciplin ary units	<i>Evaluati ng</i>	<i>Synthesizing</i>	<i>Reflecting</i>	
Community Project	<i>Investigating</i>	<i>Planning</i>	<i>Taking action</i>	<i>Reflecting</i>

The MYP assessment criteria across subject groups can be summarized as follows and must be assessed twice in an academic year:

Recording assessment in the MYP

MYP Teachers keep a clear and accurate record of all assessment activities and give levels of achievement for each criterion and grades at the end of assessment period. When using criterion-related assessment, student answers are placed where the majority of descriptors correspond to the student's work. If the descriptors include many strands of an objective and student performance is at a high level on most of the strands but not all of them, teachers adopt their professional judgment. Teachers must determine which **level of achievement** best represents the student's final standard of achievement based on progression, consistency and the latest and fullest performance task. MYP teachers at HWS are required to document assessment data on all their students. This data will be used when determining a level of achievement for a student in each criterion.

Internal Standardization

If more than one teacher is teaching the same subject group, the process of internal standardization must take place before final achievement levels are awarded.

- The process involves teachers meeting to come to a common understanding of the criteria and achievement levels and how they are applied. In doing so, teachers increase the reliability of their judgment.
- MYP has facilitated this process by putting in place a weekly subject group teachers meeting. This meeting gives them the opportunity to learn and reflect on their specific issues and make a combined decision on the issue (or about a certain student). As all schools face variable challenges in the consistency of practice such as staff changes, changes in the number of students or changing education demands, documentation and

standardization helps prevent schools from falling prey to 'assessment creep' (changing assessment judgment over time).

- MYP students also participate in the standardization process by selecting evidence that best represents their intended learning goals. This enhances student understanding of the expected outcomes and criteria. This is closely linked with developing their skills for self and peer assessment.
- Pages 91-92 of MYP - From Principles into Practice (2014), ultimately, the final judgment comes down to a teacher's professional judgment through employment of a **best-fit approach**. The best-fit approach is where teachers apply a final judgment from the MYP criteria. Teachers should consult data from formative assessment (often kept separate), summative assessment grade book (example below), and also factor in the following: Changing patterns of performance (such as increasing success), consistency of results and mitigating factors.
- Pages 91-92 of MYP - From Principles into Practice (2014), when applying the assessment criteria to student performance, the teacher should determine whether the first descriptor describes the performance. If the student work exceeds the expectations of the first descriptor, the teacher should determine whether it is described by the second descriptor. This should continue until the teacher arrives at a descriptor that does not describe the student work; the work will then be described by the previous descriptor. In certain cases, it may appear that the student has not fulfilled all of the descriptors in a lower band but has fulfilled some in a higher band. In those cases, teachers must use their **professional judgment** in determining the descriptor that best fits the student's performance. The descriptors, when taken together, describe a broad range of student achievement from the lowest to the highest levels. Each descriptor represents a narrower range of student achievement. Teachers must use their professional judgment to determine whether the student work is at the lower or the higher end of the descriptor, and award the lower or higher numerical level accordingly. Some other factors may also influence the teacher's decision on an achievement level, including the following:
 - Student support—students will experience varying levels of support in their units, since peer conferencing, formative assessment with feedback from the teacher, editing and correcting are all essential learning tools. Teachers should be mindful that achievement levels accurately reflect what students can do.
 - Group work—teachers need to document carefully the input of individuals working in a group situation so that the achievement levels for individual students can be determined.
 - Community Project: The MYP Community Project, often completed individually or in small groups of up to three students, requires consistent and fair assessment practices. As all strands of the project

are assessed holistically at the end, supervisors must clearly communicate their expectations to individual students through in-person or virtual meetings, or by providing task-specific clarifications during the process.

Prior to awarding final achievement levels, supervisors and teachers engage in an internal standardization process. This involves reviewing student **process journals** and **extracts** from oral presentations to ensure a consistent interpretation of the MYP criteria. When the project is completed in groups, supervisors must carefully consider **role distribution** and assess each student individually, based on their documented contributions and reflections. Although students may collaborate on action and presentation, each student is required to maintain their own process journal, and assessment must reflect individual understanding and engagement.

Teachers are expected to document the **Internal Standardization** as:

Criterion	Standardizer 1	Standardiser 2	Agreed grade
A			
B			
C			
D			

Standardizer's Comments:

(Provide a brief summary of the moderation discussion, key observations, and reasons for agreed grades.)

Standardizer 1 Signature _____

Standardizer 2 Signature _____

Date _____

Standardization meetings help teachers apply the best-fit approach and uphold the reliability of assessment judgments. This collaborative process safeguards fairness and ensures that all students are evaluated according to MYP standards, regardless of group format or supervisor variation.

Learning Support and Reasonable Adjustment

- A reasonable adjustment is an action taken to remove or decrease a disadvantage faced by students with learning requirements.
- A reasonable adjustment could be unique to a specific student and may include changes in the presentation of the test or method of response. Where reasonable adjustment involves changes to specific aspects or specific criteria of the assessment, the overall learning outcomes remain the same.
- MYP supports the principle of “Reasonable Adjustment” for a student with Inclusive Education Needs (IEN) and English Language Learners (ELL). HWS has a strong IEN department where students with inclusion needs are provided with support and innovative solutions to access the MYP curriculum framework, including internal assessment.
- Some of the examples of reasonable adjustment that the school currently provide include:
 - Reading out the questions for the student who feels anxious reading them during exams.
 - Relaxing the provision of a timed test to enhance student performance.
 - Additional teacher support in separate classrooms (Please also consult “Inclusion Policy” for more details about the learning support for Special Needs Education at HWS).
 - Students with more challenging learning requirements may require modifications to the subject-group objectives/assessment criteria or assessment criteria descriptors. If the students participate in the program with modifications to the required MYP curriculum framework, the IB is not able to validate grades or award the MYP certificate. Students who complete the community project in MYP year 4 are eligible to receive IB-validated MYP results.

5. How Do We Report?

Conferences: The purpose of conferences is to share information between teachers, students and parents about the overall development of the student, set goals and celebrate student progress in learning. HWS builds several conferences into the school calendar. Parents, teachers and/or students may participate depending upon the purpose. Additionally, parents, teachers or students may schedule a conference on a need basis.

Conference type	PYP (Preschool)	PYP (G1-5)	MYP (G6-10)
Teacher-student (Goal-setting conference): Teacher-student conference will take place four times during the school year. First meeting will be scheduled during the first week of the school, while the rest of the three conferences will be scheduled prior to the end of each term. The teacher-student conference will reflect upon and discuss the child's progress, previous learning goals and set an individual learning goal for the upcoming term.	N/A		
Parent-Teacher-Conference (PTC): Teachers meet the parents individually at the end of the first UOI for PYP and at the end of term 1 for Pre-school and MYP and share the student portfolio explaining, educating about the student portfolio and the written report-highlighting the student progress.			
Student-Led-Conference (SLC): Student-Led-Conferences are conferences where the children are involved in discussing their work and progress with their parents. They are of particular value because the students reflect on their performance, select topics or work examples, and share the responsibility of informing their parents. SLC will take place upon completion of the second term.			
Student-Parent-Teacher-Conference (SPTC): Student-Parent-Teacher-Conference will take place at the end of the third term for the entire school. These conferences provide a setting for the teacher, student and the parent to review a wide range of topics relevant to an individual student.	PTC		
Coffee meeting and Getting to Know: The Parent and teacher of preschool students, grade I, Grade VI and new students in all other grades meet individually after the first two weeks of school. The objective of the coffee meeting is for the teacher and the parent to share each other's expectations and set goals for the child.			

The Parents and Teachers of MYP also meet with the same objective and their meeting is named as Getting to Know.			
Need basis Conference: The Parents and teachers can call for a need basis parent teacher conference or student parent teacher conference to discuss their child's progress. Parents can also make calls for short information. If parents have any questions or problems, the homeroom teacher should be their first point of contact. However, if they have further query they are welcome to take an appointment with the Level Coordinators, Principal or Director.			

Written report: Overall assessment of the student is formally reported through detailed report cards.

EYP (Preschool): Preschool students will receive their report at the end of each term, three times a year.

PYP: A report on student performance during each UOI will be sent home upon the completion of each UOI. At the end of each term, a written report is provided to the parents.

MYP: At the **end of each term, a written report is provided to the parents which includes;**

- **MYP Achievement Level:** Level associated with criterion A, B, C, D as featured in MYP subject guides. Each criterion can be awarded between 1-8 achievement levels spread across four criteria
- Student achievement level based on the assessment criteria given by the IB for each subject group. Students will receive an overall score of maximum 8 per subject group assessment criterion. The assessment criteria are directly correlated to the subject group objectives.

(Note: Parents may refer to the first page in the student subject group notebooks to find the detailed record of each summative and formative assessment conducted throughout the year.)

- An overview of the subject expectation of the term and a narrative of the student performance.
- Student use of the learning skills such as the approaches to learning (ATL skills)
- Student and parent reflection: This is provided to encourage student and parent reflection, student responsibility, goal setting and strong communication between the student and his/her parents.

- **Overall level of achievement (OLA):** An additional document is provided during the final trimester, to determine the final level of achievement (OLA). The OLA reflects the teacher's professional judgment of a child's progress throughout units of inquiry in the entire year. This is not a statistical or arithmetic approach, rather an informed judgment, based on IB descriptors and professional opinion. Students will receive a final grade (OLA) of maximum 7.

Converting MYP Achievement Levels into an MYP Overall level of achievement
Step 1:

In each MYP subject group, learning objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1-8). Teachers must gather sufficient evidence from a range of assessment tasks to enable them to make a professional and informed judgement guided by the criteria to determine a student's achievement level according to how well the student has demonstrated mastery of the published criteria.

Teachers adopt a 'best-fit' model when using the achievement level descriptors. If a student demonstrates that they have met the descriptors from a given band the student will be awarded an achievement level that reflects the evidence they have collected.

Step 2:

Achievement levels for the four criteria are added together creating a total number out of 32. Using the MYP rubric, the total sum equates to a holistic grade from 1-7 as featured below. Only data from summative assessments can be used to report the MYP grade.

Example:

Mathematics				
Criterion	Unit 1	Unit 2	Unit 3	Judged level
A	5		7	7
B	4	3		4

C		4	5	5
D	5	4	5	6
Total of achievement level				22/32
Final grade/ Overall level of achievement (OLA)				5

Sum of assessed criterion	MYP Grade/ Overall Level of achievement (OLA)	Descriptors
28-32	7	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.
24-27	6	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.
19-23	5	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.

15-18	4	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.
10-14	3	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.
6-9	2	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.
1-5	1	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.

For more information please refer to: MYP Subject Guides, MYP From Principles into Practice, and the IB Program Resource Centre

Sample of final report card:

Overall Level of Achievement:

Name:

Subjects group	Subjects:	Achievement Level				Final Grade
		A	B	C	D	
Language and Literature	English					
Language and Literature	Nepali					
Mathematics	Mathematics	7	4	5	6	5
Science	Science					
Visual Arts	Arts/ Music/ Drama					
Individuals and Societies	I&S					
Design	Design					
Physical Health and Education	PHE					

Homeroom Teachers' comment:

Term exam report: Students sit for a paper pen test in each term as mandated by the government and the terminal exam report will be sent home at the end of each terminal exam from grade IV and till grade IX. Students **of MYP Year-5/ grade-10 and year-3/grade-8** appear for the *Secondary Education Examination (SEE)* and *Basic Level Examination (BLE)* respectively as per *Nepal Examination*

Board (NEB), therefore their learning objectives are well integrated with the syllabus dedicated by NEB hence, and they also receive their final grade card after they appear Secondary Education Examination (SEE) board exam from the NEB.

End of Unit Exhibition: At the end of certain units in MYP a multifaceted assignment will be presented by the students that serve as their culminating academic and intellectual experience. This will work as an evaluation of student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period, such as a unit, course, semester, program, or school year.

This can take place in various forms: -

- Oral presentations, speeches, or spoken-word poems
- Video documentaries, multimedia presentations, audio recordings, or podcasts
- Works of art, illustration, music, drama, dance, or performance
- Print or online publications, including websites or blogs
- Essays, poems, short stories, or plays
- Galleries of print or digital photography
- Scientific experiments, studies, and reports
- Physical products such as a models, sculptures, dioramas, musical instruments, or robots
- Few examples of unit end exhibitions in MYP are: -

Grade	MYP Unit End Exhibition
Year 1	• At the end of their unit 2 an interdisciplinary unit between Individuals & Societies and Design, students organize an exhibition on civilization.
Year 2	• At the end of their unit 1 in science, students organize an exhibition on sustainable development through alternative energy use.
Year 4	• At the end of their unit 1, an interdisciplinary unit between Language and Literature (English) and Design, students organize a production show on different plays. • At the end of their unit 2 in Language and Literature (English), students organize Writers' Workshop.
Entire MYP	• Grade 6, 7, 8, and 9 -At the end of their Unit 2 in Design, Language and Literature, Mathematics, Sciences, Individuals and Societies, Arts, and Physical and Health Education, students organize an exhibition on different skills they have learnt during their units. These exhibitions showcase their progress in critical thinking, creativity, and practical application of concepts across all subject areas. Each subject contributes to the interdisciplinary

	understanding and development of skills necessary for holistic learning.
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Plan for Implementation and Review

The pedagogical leadership team, the PYP Coordinator and the MYP Coordinator accept the responsibility to ensure the assessment policy is put into practice. Teachers and administrators will communicate assessment policy to the parents. The Information Technology Coordinator will ensure electronic posting on the school website. The leadership team will regularly evaluate implementation of assessment policy as evidenced by classroom observations documentations.

This Assessment Policy was revised and drafted by the Assessment Committee, with contributions from Bijay Kumar Mandal, Abishek Rai, Rajesh Regmi, Cherry Tuladhar and Ratna Devi Maharjan.

6. References

Making the PYP happen, A curriculum framework for international education
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